

2007-08

IMPLEMENTATION & EXPANSION OF THE CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)

Summary Report



SC EDUCATION
OVERSIGHT COMMITTEE

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Summary Report on the Implementation and Expansion of the Child Development Education Pilot Program (CDEPP)

A report from the Education Oversight Committee pursuant to the Proviso 1.66 of the 2007-08 General Appropriation Act.

January 1, 2008

This report has been prepared at the request of the General Assembly of South Carolina pursuant to Proviso 1.66 of the 2007-08 General Appropriation Act. The work was conducted as a part of the continuing research of the South Carolina Education Oversight Committee. The data used to develop the evaluation report were provided by colleagues serving in district, state and federal programs. Their names and acknowledgements are provided later in this document. The evaluation represents the work of staff of the Education Oversight Committee, most notably David Potter and Melanie Barton, and the following personnel from the University of South Carolina, Dr. William Brown, Dr. Christine DiStefano, Ms. Heather Smith Googe, Dr. Fred Greer, Dr. Kathy Paget, Dr. Jon Pierce, and Dr. Ken Stevenson. The recommendations are the work of this team and do not represent policy statements of the members of the Education Oversight Committee.

CONTENTS

	Page
Acknowledgements.....	v
Background Information.....	1
Student and Provider Participation	2
Financial Findings.....	4
Administrative Findings.....	9
Facilities	15
Teacher Findings	20
Student Screenings and Assessments	26
2007 Provider Survey Results	30
Population Projections and Recommendations for Future Implementation	32
Appendices:	
A. Numbers of Four-Year-Olds Served in State-Funded Programs, 2006-2007 and 2007-2008	39
B. 2006-07 Allocations to Private Providers	53
C. 2006-07 Allocations to School Districts	57
D. Estimation and Projection of Numbers of Four-year-olds by County	65
E. Proviso 1.66 of the 2007-08 General Appropriation Act.....	66

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Background Information

On March 15, 2006 the Education Oversight Committee (EOC) transmitted to the General Assembly a report entitled, "Results and Related Recommendations of the Inventory and Study of Four-Year-Old Kindergarten Programs in South Carolina" (available at www.eoc.sc.gov). The report, prepared at the request of the legislature pursuant to the provisions of Concurrent Resolution 4484 of 2006, included the following: (1) an inventory and study of all four-year-old kindergarten programs in the State including an analysis of the funding of each program and any effectiveness measures; (2) a determination of the necessary requirements to implement a full day four-year-old kindergarten program in each of the trial and plaintiff school districts in the case of Abbeville County School District, et al., v. State of South Carolina, et al.; and (3) a determination of the necessary requirements to implement a statewide, full day four-year-old kindergarten program for all children who qualify for free- or reduced-price lunches. While the General Assembly did not enact permanent legislation expanding early childhood education programs in the 2006 legislative session, it did include a Proviso, Proviso 1.75, in the 2006-2007 General Appropriation Act. Proviso 1.75 created and funded the South Carolina Child Development Education Pilot Program (CDEPP a two-year pilot program providing high-quality, full-day (6.5 hours per day) for 180 days per year in both public and private settings for four-year-olds eligible for free or reduced-price lunch program and/or Medicaid and living in the trial and plaintiff districts in Abbeville County School District et al. vs. South Carolina. Part of the requirement for CDEPP was that the Education Oversight Committee (EOC) perform an evaluation of the pilot program by January 1, 2008 to include recommendations "for the creation of and an implementation plan for phasing in the delivery of services to all four-year-old at-risk children in the state."

In February 2007, the EOC published the "Interim Evaluation Report on the First Year Implementation of the Child Development Pilot Program" (available at www.eoc.sc.gov) which described the early implementation of the first year of the pilot program established by Proviso 1.75. In the 2007 legislative session, the General Assembly continued the second year of the pilot by enacting Provisos 1.66 and 1.79 of the 2007-2008 General Appropriations Act (Appendix A). Proviso 1.66 addressed several of the issues identified in the EOC interim evaluation report including an increase in the per child reimbursement and continued the pilot program for eligible students in the trial and plaintiff districts. To monitor and evaluate the progress of the pilot program, the EOC issued in July 2007 an update to the February 2007 "Interim Evaluation Report on the First Year Implementation of the Child Development Pilot Program" (also available at www.eoc.sc.gov).

The remainder of this evaluation and policy report was performed and written by an independent evaluation team from the University of South Carolina (USC) and research personnel at the EOC. Sources of information used to determine findings, conclusions, and recommendations include:

- South Carolina Department of Education (SCDE) administrative, programmatic, and student enrollment information from public school districts (e.g., SASI data);
- Office of First Steps to School Readiness (OFS) administrative, programmatic, and student enrollment information from private centers;
- Census information from the Office of Records and Statistics in the South Carolina Budget and Control Board;
- FY 2006-2007 year-end report from the Office of the Comptroller General and expenditure data from the SCDE and the OFS;
- FY 2007-2008 expenditure data from SCDE and OFS for the first five months of the current fiscal year;

- SCDE and OFS documents concerning organizational charts, student recruitment efforts, technical assistance and professional development activities;
- Department of Social Services (DSS) administrative and programmatic information on child care programs;
- Head Start administrative and programmatic information on services;
- Spring 2007 survey of CDEPP public school and private center administrators and teachers;
- Fall 2007 facilities and capacity survey of public schools and childcare centers in counties with CDEPP public school and private centers preschools;
- *DIAL-3* screening information from SCDE;
- Individually administered child assessment information from a sample of public school and private center children who received CDEPP services; and
- Lead teacher information from the SCDE and OFS.

In subsequent subsections of our report, we will abstract and present our findings, conclusions, and recommendations concerning the first two years of implementation of CDEPP. Comprehensive reports concerning student information, financial data, administrative information, the spring 2007 survey results, *DIAL-3* and individual student assessments analyses, and the fall 2007 facilities and capacity survey findings will be made available at the EOC website.

Student and Provider Participation

How many four-year-olds participated in CDEPP at the end of the 2006-2007 school year and how many participated at the beginning of the 2007-2008 school year?

Although the 2007-2008 data are preliminary, it is clear that CDEPP participation has increased since its first year in 2006-2007. The numbers of school districts participating in 2007-2008 increased by 6 compared to 2006-2007 (from 29 to 35 districts) and the number of students served increased by almost 1,000, representing an increase of almost 36% (from 2,763 students in 2006-2007 to 3,756 in 2007-2008). The number of private CDEPP providers in which CDEPP students were enrolled also increased in 2007-2008 (from 36 in August 2007 to 40 in November 2007), as did the numbers of students served (from 309 to 402, an increase of 31%). (The data reported here represent unduplicated counts of students enrolled at the 180th day of instruction for 2006-2007 and the 45th day for 2007-2008, and may differ from the cumulative counts from financial information reported elsewhere in this report.)

The data are summarized in Table 1, which provides comparative data for both years of the pilot. District and state level data on the numbers of four-year-olds served in publicly-funded pre-kindergarten programs are listed in Appendix A for 2006-2007 (Tables 1-3) and 2007-2008 (Tables 4-6).

Table 1
Summary of Numbers of Students Participating in CDEPPP
2006-2007 and 2007-2008 Pilot Years

GROUP	ALL 85 DISTRICTS		37 PLAINTIFF DISTRICTS	
	2007-08	2006-07	2007-08	2006-07
Student Enrollment Data				
Public School CDEPP** Served (Student Data File-Data Not Reported By Three Districts in 2007-2008)	3,756	2,763	3,756	2,763
First Steps CDEPP** Students Served	402	309	401	309
Total Students Served (Student Data File)	4,158	3,072	4,157	3,072
Finance Data				
Public School CDEPP** Served (Finance Data File)	3,896	2,932	3,896	2,932
First Steps CDEPP** Students Served (Finance Data File)	409	354	409	354
Total Students Served (Finance Data File)	4,305	3,286	4,305	3,286

**CDEPP = Child Development Education Pilot Program; first implemented in 2006-2007 school year; 29 districts participated in 2006-2007 and 35 districts participated in 2007-2008.

N/A= Not Available: data not reported.

Data Sources: Student data files and Finance files, S.C. Department of Education; Census population estimates (2006 & 2007), Office of Research & Statistics, S.C. Budget and Control Board; Birth population estimates (2005 & 2006), S.C. Department of Health & Environmental Control; S.C. Office of First Steps to School Readiness; S.C. Department of Social Services (ABC Voucher data); S.C. Head Start Collaboration Office

Two sets of numbers for CDEPP participation are listed in Table 1: one is based on the identification of students actively enrolled in the school on the day the data were collected in the student data file from the school databases ("Student Data File"), and one is based on the numbers of students for whom providers were reimbursed ("Finance Data File"). There were a total of 3,072 students (2,763 in public schools, 309 in private centers) enrolled in CDEPP at the end of the first pilot year and a total of 4,158 students (3,756 in public schools and 402 in private centers) enrolled at the end of the first quarter of instruction in the 2007-2008 school year.

Are there issues related to the quality and accuracy of the enrollment, financial, and administrative data which must be addressed if CDEPP is to be continued and expanded?

Serious problems with the data (incomplete and inaccurate data) from CDEPP participants were identified in the first interim evaluation report in January 2007. Many of these data problems were addressed over the course of the 2006-2007 school year so the data were relatively accurate and complete by the end of school year 2006-2007. However, some of those data concerns have returned with the 2007-2008 school year. Specifically, in the first quarter data collection of the 2007-2008 school year one school district did not report any data for four-year-old students although the district reported providing CDEPP services, and two additional school districts did not report student data indicating that their students were receiving CDEPP services, although the districts were receiving CDEPP funding and reported implementing the program. The fee for service funding mechanism being implemented with CDEPP requires that data identifying recipients of the services funded must be entered into the data system so accurate information regarding the numbers of students being served and the length of time they have been served can be reported to the funding agency on a frequent and timely basis. However, in spite of extensive efforts on the part of SCDE personnel in 2006-2007 to provide

training and support to school districts regarding the data requirements for funding, the 45th-day CDEPP data collection in the 2007-2008 school year does not provide sufficient information on which to base accurate funding reimbursements to school districts for the services provided. This issue must be resolved if this method of funding educational programs is to be permanently implemented for CDEPP.

In the 2006-2007 school year the unique student identifying numbers (SUNS) required in Provisos 1.75 and 1.66 were provided for 99.4% (4284/4308) of all four-year-olds (CDEPP and non-CDEPP) enrolled in the 29 plaintiff public school districts participating in CDEPP and were provided for all of the 309 active students in the private provider CDEP programs. Among the 35 Plaintiff school districts participating in CDEPP in 2007-2008, state unique identifying numbers were reported for 87% of their four-year-old students and were not reported for the remaining 13%. In spite of the fact that SCDE personnel made particular efforts to encourage CDEPP-participating districts to secure state IDs for their pre-kindergarten students, proportionately more pre-kindergarten students enrolled in the 50 districts not participating in CDEPP had state IDs (96% had IDs and 4% did not). State IDs were not reported for any of the CDEPP students enrolled in private centers in 2007-2008. The unique identifying numbers are necessary to follow program participants and non-participants over time to judge the effectiveness of CDEPP and for program and financial accountability, so it is imperative that all students have a unique identifier assigned to them. The state unique ID is required for all students so the longitudinal studies of student achievement called for in the evaluation can be conducted; state IDs are also required for K-12 students.

Financial Findings

According to the year-end report from the Office of the Comptroller General, approximately 55% of all funds appropriated for CDEPP were expended in Fiscal Year 2006-07. The funds were expended by SCDE and OFS on the following object codes which reflect both administrative and program costs (Table 2). Table 2 does not reflect administrative costs that were absorbed by OFS and SCDE which are reported in Table 7 of this report.

Table 2
FY 2006-07 CDEPP Expenditures by Object Code

		Department of Education	Office of First Steps	TOTAL
Appropriation		\$15,717,104.00	\$7,858,576.00	\$23,575,680.00
Expenditures by Object Code:	Description of Object Code			
100	Personal Service	\$0	\$125,406.94	\$125,406.94
200	Contractual Services	\$87,439.16	\$91,621.06	\$179,060.22
300	Supplies and Materials	\$282.45	\$34,184.75	\$34,467.20
400	Dues and Membership	\$8,585.92	\$1,305.00	\$9,890.92
500	Travel	\$0	\$36,434.59	\$36,434.59
1300	Employer Contributions	\$0	\$17,466.75	\$17,466.75
1800	State Aid	\$11,094,688.84	\$1,406,840.00	\$12,501,528.84
Total Expenditures		\$11,190,996.37	\$1,713,259.09	\$12,904,255.46
Balance		\$4,526,107.63	\$6,145,316.91	\$10,671,424.54

According to the detailed expenditure reports provided by SCDE and OFS, CDEPP funds were expended on the following administrative and program functions (Table 3).

Table 3
CDEPP Expenditures, Fiscal Year 2006-07

	Department of Education	Office of First Steps
2006-07 Supplemental Appropriations	\$15,717,104.00	\$7,858,576.00
Program Outcomes:		
Providers (Districts/Centers)	29	40
Total Children Funded	2,932	354 ¹
New Classrooms Funded	164	42
Average No. CDEPP Children per Funded Classroom	17.9	8.4
Children Transported and Funded	1,329	45
Program Expenditures:		
Instructional	\$9,021,764.00	\$819,058.45
Transportation	\$245,865.00	\$14,269.05
Supplies & Materials	\$1,607,999.44	\$372,600.08
Training	\$160,574.65	2
Balance retained by County Partnerships	NA	\$200,912.42
Other: Grants to SCAEYC & SCECA	\$58,485.75	
Total:	\$11,094,688.84	\$1,406,840.00
Administration:		
State	\$96,307.53	\$277,452.09
County Partnerships		\$28,967.00
Total Expenditures (Percent of Total Appropriations)	\$11,190,996.37 (71%)	\$1,713,259.09 (22%)
Balance (Percent of Total Appropriation)	\$4,526,107.63 (29%)	\$6,145,316.91 (78%)

¹ Financial reimbursements were made for 354 eligible children throughout the fiscal year. On the 135th day, the student data documented 303 children enrolled in private centers. In addition three providers had received funds to equip classrooms and provide instructional services for six eligible children who were no longer enrolled on the 135th day because the centers were no longer operational.

² Training is not a separate line item. Training provided to teachers in private centers is part of the agency's administrative costs included in contractual services and travel. Also, according to OFS, teachers in private centers also attended conferences held by SCAEYC and SCECA.

Analysis of the Fiscal Year 2006-07 financial data also revealed the following:

- Overpayments of at least \$14,710 were made to six private providers. Six private providers received reimbursements for instruction that exceeded the maximum allowable amount per child of \$3,077. Two of these six providers also received “overpayments” totaling \$304 for transporting children in excess of the maximum allowable amount of \$185 per child. Only an independent financial audit can explain the discrepancies between student records and financial payments. These “overpayments” could have occurred if centers were reimbursed for serving a child for more than 180 days of instruction or if the number of children served and funded actually exceeded the number of students on the student data files.
- SCDE issued monthly payments to districts in the same manner by which EFA and EIA monthly payments are processed. School districts were reimbursed \$3,077 for each CDEPP-eligible student who was ever enrolled in a CDEPP classroom regardless of the days of attendance. Districts received funding for 2,932 children in CDEPP based on the 135-day cumulative enrollment count for the program.
- OFS implemented an actual payment for services reimbursement system. Private providers submitted invoices to county First Steps Partnerships for reimbursements for services based on weekly enrollments of CDEPP-eligible children being served. Every two weeks the local county First Steps partnerships processed the invoices and issued checks through the agency’s regional finance manager (RFM) system. To offset a portion of the administrative cost of processing the reimbursements, OFS reimbursed the county partnerships for this service. The twenty county partnerships were allocated a total of \$29,963.31 - \$100 per participating provider; \$250 per county; and \$63 per child enrolled in the program. If OFS had reimbursed providers like the SCDE using a rolling enrollment figure, then the cost of services for private providers would have increased by 33% from \$819,058 to \$1,089,258.
- Local First Steps partnerships had a balance of \$200,912.42 on hand at the end of FY2006-07 for CDEPP.

Appendices B and C provide detailed information on the expenditure of CDEPP funds in 2006-07.

The financial data for the first five months of Fiscal Year 2007-08 revealed the following:

- The total amount of funds authorized for CDEPP reflected a 1% increase over the program’s first year total appropriation but an 83% increase over the total amount of expenditures incurred by the program in its first year of implementation (Table 4).
- In addition to its original appropriation and carry forward authorizations, SCDE transferred \$1.2 million in discretionary general funds carried forward from the prior fiscal year to CDEPP. With the increase, SCDE will expend its entire CDEPP budget this fiscal year. On the other hand, OFS will have a year-end surplus or balance of approximately \$5.4 million in CDEPP funds (Table 5).
- Like the initial pilot year, the SCDE continued to reimburse districts based on initial student enrollment projections rather than on actual students enrolled in the program and on actual days served in CDEPP. After the 45-day student counts were submitted by the school districts and analyzed by the SCDE and the EOC, three districts reported

not having any CDEPP students even though the districts had and continued to receive funds for serving CDEPP children. The SCDE contends that CDEPP children are being served in these eligible school districts and is working with the districts to provide accurate student data. The SCDE anticipates using the 135th day count to reconcile the data and financial systems; however, the accounting system still does not reimburse schools based on actual days served.

- Regarding the reimbursement of private providers serving CDEPP-eligible children in Fiscal Year 2007-08, between July 1 and September 19, 2007 private providers were reimbursed approximately \$61,000 to serve CDEPP-eligible children from the first year of the pilot during the summer months. These reimbursements were made possible because local county First Steps partnerships had a \$200,912 fund balance at the end of the first pilot year. OFS has notified the EOC that it will monitor the expenditure of these funds in the second year of the pilot. The EOC understands that the balance will continue to be used toward CDEPP reimbursements to private providers in 2007-08.

Table 4
Fiscal Year 2007-08 Appropriations and Authorizations

Source of Funds	Department of Education	Office of First Steps ³
2007-08 General Appropriation Act (non-recurring funds)	\$9,294,497.00	\$7,858,576.00
SDE Carry Forward of Funds	\$4,526,107.63	\$0
OFS Carry Forward of Funds ⁴	\$2,145,316.91	\$0
Carry Forward of Other Funds ⁵	\$1,200,000.00	\$0
TOTAL:	\$17,165,921.54	\$7,858,576.00

³ The balance of \$200,912 was also on hand to reimburse providers.

⁴ The Office of First Steps also carried forward \$4.0 million into Fiscal Year 2007-08 to provide services to children ages zero to three years old.

⁵ From discretionary general funds totaling \$4,320,994.99.

Table 5
Fiscal Year 2007-08 Projected Expenditures
South Carolina Department of Education

2007-2008 Appropriations and Carry Forwards	\$17,165,921.54	
Projected Expenditures and Allocations to School Districts:		
Instructional	\$15,315,176	3,896 Children at \$3,931
Supplies & Materials:		
Existing Classrooms	\$445,000	178 at \$2,500
New Classrooms	\$630,000	63 at \$10,000
TOTAL:	\$16,390,176	
Administration		
Training Activities	\$200,000	
Transportation ⁶	\$288,600	
Travel and Training	\$300,000	
Total:	\$788,600	
Total Projected Expenditures	\$17,178,776	
Projected Balance:	(\$12,854.46)	

Office of First Steps to School Readiness

2007-2008 Appropriations	\$7,858,576	
Projected Expenditures and Allocations to Providers:		
Instructional	\$1,607,779	409 Children at \$3,931
Supplies & Materials:		
Existing Classrooms	\$67,500	27 at \$2,500
New Classrooms	\$240,000	24 at \$10,000
Transportation	\$137,500	250 at \$550
Subtotal:	\$2,052,779	
Projected Expenditures for Administration		
Office of First Steps (Direct Expenses)	\$415,476	
County Partnerships	\$36,419	
Total Projected Expenditures	\$2,504,674	
Projected Balance	\$5,353,902	

⁶ Assuming 40% of all eligible children will be transported.

Administrative Findings

For purposes of the Child Development Education Pilot Program (CDEPP), the South Carolina General Assembly divided the responsibilities for administering CDEPP between the Office of First Steps to School Readiness (OFS) and the South Carolina Department of Education (SCDE). According to Proviso 1.75. of the 2006-07 General Appropriation Act, the two agencies had the same administrative functions with OFS overseeing the implementation of CDEPP in private centers and SCDE overseeing the implementation of CDEPP in public centers or public schools. Both SCDE and OFS were required to:

- 1) Serve as a fiscal agent;
- 2) Verify student enrollment eligibility in consultation with the Department of Social Services (DSS);
- 3) Review and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program services and whether temporary classroom space is necessary to provide services to any children;
- 4) Coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- 5) Serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
- 6) Receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- 7) Coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- 8) Maintain a database of the children enrolled in the program; and
- 9) Promulgate guidelines as necessary for the implementation of the pilot program.

In implementing CDEPP, what were the organizational structures instituted at the Office of First Steps to School Readiness and the South Carolina Department of Education? Did these organizational structures change between 2006-2007 and 2007-2008?

The OFS had no organizational changes in administration or in personnel between the first and second year of the pilot program. In both years, the organizational charts for the OFS illustrated the following. With Susan DeVenny as Executive Director of OFS, Dan Wuori, OFS Chief Program Officer, oversaw the implementation of CDEPP in both years. A director of compliance managed the day-to-day operations of the program for both years. Three regional, temporary contract staff monitored and provided ongoing technical assistance directly on-site to the private providers. Financially, the payment of invoices was processed through regional finance managers with oversight provided by the Chief Finance Officer of First Steps.

Between the first and second year of CDEPP implementation, the SCDE underwent significant agency restructuring. In 2006-2007 the Office of Early Childhood Education was a separate office within the Division of District and Community Services of which Dr. Cleo Richardson was Deputy Superintendent. The director of the Office of Early Childhood had a staff of three regional consultants, two administrative assistants, and four education associates who implemented CDEPP. Another education associate in the Office of Exceptional Children provided technical assistance to three CDEPP districts.

In the second year of the pilot program the Office of Early Childhood Education no longer existed as a separate office. The Office of Early Childhood was assigned as a program area under the Office of Instructional Promising Practices under the Division of Standards and

Learning. The decision to reorganize was made by the new State Superintendent of Education, Dr. Jim Rex. To create coordination between early childhood education and elementary, middle, and high school programs in the state, all early childhood education programs, including CDEPP, were placed under the Division of Standards and Learning. The Deputy Superintendent of the new division is Dr. Valerie Harrison. A new program administrator for CDEPP was assigned.

Even with the restructuring at the SCDE, there existed in 2007-2008 a comparable number of individuals at the agency implementing CDEPP – one program coordinator, two administrative assistants, two education associates, and five regional consultants. The Office of Exceptional Children continued to provide one Education Associate to provide technical assistance to three CDEPP districts. At the time of this report, there was one vacancy, an Education Associate position. In addition to the program personnel who implemented CDEPP, three individuals in the Office of Finance, Division of Finance and Operations, provided finance and data collection for the program in both years.

How did OFS and SCDE recruit providers and children into CDEPP?

Regarding the recruitment of eligible providers, the OFS reported the following information to the EOC. In 2006-2007 and in 2007-2008 OFS approved a total of 67 private providers for participation in CDEPP each pilot year though the actual providers were different each year. To recruit potential providers, OFS issued press releases, posted information on its website, and mailed information directly to regulated center-based providers in the state. The South Carolina Child Care Association also independently contacted its membership to advertise the program. Furthermore, in addition to recruiting and approving providers, OFS provided evidence of implementing program quality assurance. In the fall of 2007 OFS terminated a provider from participation in CDEPP. The provider had outstanding citations issued by the State Fire Marshall that resulted in the center losing its DSS childcare licensure. A second provider was terminated in December of 2007 because the center lost its South Carolina Child Care license due to its failure to submit paperwork and fees relating to necessary renewal inspections.

Regarding the recruitment of CDEPP-eligible children, in the initial year of the pilot, OFS relied upon providers themselves to recruit eligible students into the program. This decision was largely based on the fact that OFS had limited time to implement the program. The most commonly used medium for recruiting children into private centers was written advertisements in newspapers and church bulletins. Providers also relied upon word of mouth from parents while many increased awareness through public service announcements on the radio. Several centers also contacted public schools or Head Start providers to obtain names of children on waiting lists. Only one private provider reported utilizing an existing First Steps county partnership to recruit eligible children. Furthermore, only one other private provider noted using county DSS and ABC offices in recruitment. On the other hand, the Head Start programs described a comprehensive recruitment effort utilizing news releases, advertising, family referrals, and public/private agency referrals.

In the second year of the pilot program, the OFS initiated an entirely new public awareness campaign in local communities. Unlike the first year of the program which relied extensively on written communication and on the efforts of private providers, OFS used fifteen different recruitment tools in the second year of the pilot. In addition to using newspapers and radio broadcasts, OFS transmitted information about the program to eligible families and their children in a manner that facilitated communication between the families and the direct providers. OFS designed church bulletins, grocery store receipts, and tear-off information cards that were then

distributed to local churches, county First Steps partnerships, Harvest Hope Food Bank, and county DSS and health offices.

The following recruitment efforts were reported by the SCDE for the initial pilot year. On July 13, 2006 SCDE held a meeting in Columbia for all eligible trial and plaintiff school districts. All 37 eligible school districts attended the meeting and received information about the application process and program implementation. The recruitment of eligible children into CDEPP in the initial year of the pilot was accomplished entirely by districts participating in CDEPP. The EOC has not received requested information on the recruitment policies and procedures used by school districts. The number of school districts participating in CDEPP increased from 29 in the first year to 35 in the second for a 21% increase.

What information was available on the delivery of professional development and technical assistance services by both OFS and SCDE?

In the first year of the pilot program, the OFS maintained records of professional development activities provided and attended. OFS recorded attendance of teachers and calculated the hours of training primarily sponsored by OFS and attended by personnel employed in private centers participating in CDEPP. Through data provided by OFS, a total of 2,461.5 hours of professional development training were received by 56 administrators, lead teachers, teachers and assistants. The average number of hours attended by each person was 43.9.

Table 6
Professional Development Hours by Staff Title
Office of First Steps, 2006-07

STAFF TITLE	Number Persons	Mean Hours	Range (per staff)
Administrator	17	38.7	3 to 69 hours
Lead teacher or teacher	27	49.4	3 to 75 hours
Assistant	12	39.1	9 to 69 hours
Total	56		

The data did not reflect all professional development hours received by private center staff in the initial pilot year. Staff persons also attended professional development conferences held by the SCDE as well as conferences held to meet the DSS licensure requirements which are tracked through the SC Center for Child Care Career Development. Furthermore, some staff attended statewide conferences hosted by the South Carolina Association for the Education of Young Children (SCAEYC) and the South Carolina Early Childhood Association (SCECA). The OFS acknowledges that “the absence of data for these individuals does not reflect a failure to meet the required 15 hour minimum, but rather a shortcoming in our system of documenting these hours in an easily quantifiable way.”⁷

In addition to documenting its professional development services, the OFS maintained records on the technical assistance and monitoring functions provided to private providers. As provided to the EOC, OFS provided a total of 368 hours of technical assistance services to 36 centers in the initial pilot year. As explained by OFS, the information was an estimate of the number of technical assistance hours that the three regional coordinators estimated they provided to each provider. For purposes of this report, technical assistance is defined as support and information designed to improve the overall quality of the classroom instruction and includes, but is not limited to, assistance with assessment, lesson plans, curriculum, and classroom management.

⁷ October 5, 2007 Memorandum from Dan Wuori of the Office of First Steps to David Potter of the EOC.

According to OFS, the providers also received frequent monitoring visits during which time the coordinators assessed overall compliance issues. The hours of these visits were not included in the hours of technical assistance.

The data provided to the EOC by the SCDE on the provision of professional development and monitoring services were as follows. The SCDE documented that a total of 1,685 individuals attended 28 professional development activities held throughout South Carolina. Based on the number of teachers employed in CDEPP classrooms, individuals attended multiple activities. The data did not indicate how many hours of instruction each attendee received. SCDE did provide two notebooks to the EOC concerning monitoring and technical assistance services provided to the public school. However, the data were not collected or documented in a manner that permitted any meaningful analysis on the number of visits made, teachers or staff impacted, etc. SCDE staff in the second year of the pilot has asked that the EOC assist in designing a data collection instrument to provide the necessary information on professional development activities and monitoring for future evaluations.

What are the direct and indirect administrative costs of using both SCDE and OFS to implement CDEPP?

Because both the OFS and the SCDE have duplicative administrative responsibilities under CDEPP, they incurred duplicative administrative costs. And, in fact, while no funds were expressly appropriated for the administration of CDEPP by the General Assembly, SCDE and OFS incurred direct and indirect expenses related to the administration of the program. According to the United States Department of Education, "indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs."⁸ For the purposes of this report, indirect costs were limited to the pro-rata share of the salaries and fringe benefits paid to existing personnel who reallocated a percentage of their time to the implementation of CDEPP.

First, the SCDE reallocated existing personnel to administer CDEPP in Fiscal Year 2006-07. The agency reported to the EOC that three persons in the Office of Finance and seven individuals in the Office of Early Childhood Education allocated 5% to 98% of their workload to CDEPP. The salaries paid to these individuals prorated against the percentage of their time spent on CDEPP totaled \$335,195. Adding fringe benefits at 28% of the total cost of salaries, a total of \$429,050 was indirectly expended by the agency. Financial reports also documented that \$96,308 in direct costs was expended by SCDE from CDEPP appropriations. These direct costs were related to contractual services and supplies and materials. There were likely also administrative costs incurred by public school districts who participate in CDEPP, namely securing DSS licensure, hiring faculty, processing student applications, and overseeing the program's implementation. Any costs related to the financial management of funds at the district level were likely to be negligible since the financial accounting system used was the same for CDEPP as for similar EIA programs.

Similarly, the OFS had both direct and indirect costs for CDEPP administration. First, including fringe benefits, direct expenses from the Comptroller General's report totaled \$277,452 and were funded from CDEPP appropriations. These funds were used primarily to pay for the salaries and travel of three contract employees who provided monitoring and technical assistance efforts to the private providers. Second, from information provided by the OFS,

⁸ "Indirect Cost Overview." Office of the Chief Financial Officer, US Department of Education, Last Modified 03/12/2007, <http://www.ed.gov/print/about/offices/list/ocfo/intro.html>.

indirect costs totaled \$113,283. Six existing staff at OFS and two individuals working on a contractual basis reallocated a percentage of their time to the program and were funded with other agency funds. These individuals allocated between 5% and 80% of their workload on CDEPP. In addition local county First Steps partnerships were reimbursed \$28,967 for work in processing invoices and payments to local providers. It was unknown whether these payments to the local providers actually covered the real costs of processing invoices. These funds represented another administrative cost of implementing the program.

Prior to Fiscal Year 2006-07 the OFS had not implemented any four-year-old programs. Prior to CDEPP, individual county First Steps partnerships had supplemented four-year-old programs with financial contributions to public, private and Head Start providers. However, OFS had not administered any direct provision of services or monitoring functions. Unlike the SCDE, which had coordinated the provision of four-year-old programs in the public schools since passage of the Education Improvement Act and had an existing Office of Early Childhood prior to CDEPP, the OFS was required to administer and implement a new program, CDEPP, in Fiscal Year 2006-07.

Table 7 summarizes the cost of administering CDEPP at the SCDE and the OFS during the first year of the program. The EOC has maintained that there is a real administrative cost of implementing this and any other program. Funding reasonable costs for administration is warranted as well as having full public disclosure of these costs. The administrative cost per child is directly related to the number of eligible CDEPP children or classrooms.

Table 7
CDEPP Direct and Indirect Administrative Costs, FY2006-07

	Department of Education	Office of First Steps
Indirect Costs	\$429,050	\$113,283
Direct Costs ⁹	\$ 96,308	\$288,363
Local Costs/First Steps	N/A	\$28,967
Total Costs	\$525,358	\$430,613
Number Children Funded	2,932	354
Number Classrooms	164	42
Administrative Cost per Child	\$180	\$1,216
Administrative Cost per Classroom	\$3,203	\$10,253

⁹ Direct costs were funds appropriated for CDEPP and used to administer the program.

Facilities

Survey of Potential Providers of CDEPP Services in Fall of 2007

Facilities Inventory of CDEPP Sites

To inventory the facilities housing CDEPP children, and to ascertain the potential for housing additional CDEPP children, all public school and private center providers identified as being approved/licensed/registered to house preschool children were surveyed. The surveys sent to providers asked for the number of classrooms being used for CDEPP children, the number of CDEPP children served, whether a waiting list existed, the potential for housing additional CDEPP children, and the challenges versus benefits of CDEPP from a facilities perspective. In addition, all other elementary public schools not designated at the time of the survey to house CDEPP children in the 20 counties in which CDEPP is now located were surveyed. This group included any schools in districts for which CDEPP was intended by legislation that did not have CDEPP children at the time of the study, and schools in districts not part of CDEPP, but located in the same county where CDEPP services were located. For example, though only one school district in Lexington County was designated to participate in the CDEPP, all public elementary schools in the other four school systems in the county were also surveyed. Further, all private early childhood centers which were approved, licensed, or registered by the Department of Social Services (DSS) at the time of the study to house four-year-old children were surveyed, even though they were not participants in CDEPP. The public and private non-participants were asked about their interest in housing CDEPP children, the number they might serve, and the challenges versus benefits participation might entail from a facilities perspective.

Summary of Survey Results Related to Numbers Served Versus CDEPP Capacity

In general, public schools responding to the survey who housed CDEPP children were at or near their current capacity to house this group of students. Less than 30% reported that they could house more students. On average, across the 80 schools, approximately two more children could be served per site. Further, over one in every five of these schools (22%) reported having a waiting list of CDEPP children. With additional approvals and facilities modifications, however, these public schools envisioned a maximum size CDEPP enrollment that was, on average, 13 more children than currently served per site. In effect, whereas public schools enrolling CDEPP children could house very few additional students beyond what they currently served, these schools want to do so as space and approvals allow.

Among private centers, the findings were somewhat different. Whereas these centers on average served 14 CDEPP children, they indicated that they could enroll an additional six children on average within current approvals and available facilities. Additionally, fewer than one in ten of these centers (6%) indicated that there was a waiting list of CDEPP children wishing to enroll. Further, nearly one in every four (23%) of the private centers responding to the survey indicated they could house an additional 10 or more children. Moreover, ultimately, subject to additional approvals and facilities considerations, these private centers envisioned serving 20 CDEPP children on average, compared to the average of 14 currently served. Based on the survey results, public schools now serving CDEPP children are near capacity. Space is available, however, in approved private centers to enroll additional CDEPP children.

Facilities Issues Noted By CDEPP Sites

In addition to surveying personnel in CDEPP public schools and private centers regarding their use of space and numbers of children housed, respondents were asked a series of questions about possible issues they might have confronted as they sought to house CDEPP children. What follows are the results of that portion of the study.

Issues/Factors Faced in Becoming a CDEPP Site

Both public schools and private center personnel were asked to indicate the extent to which the following facilities-related items were a consideration in becoming a CDEPP site: Department of Social Services (DSS) Approval; Sufficient Space; Displacement of Current Programs/Children; Facilities Costs; and Outdoor Requirements. For each of these, the respondent chose one of the following: 1 = insignificant consideration; 2 = consideration; 3 = major consideration; and 4 = foremost consideration.

Among the public schools surveyed, the two items with the highest average scores (indicating a problem or challenge) were obtaining DSS approval (average score of 2.8, or major consideration) and having sufficient space for the CDEPP children (average score of 2.7 or major consideration). Public schools on average also viewed meeting outdoor requirements (i.e., play areas/equipment) and facilities costs to house the CDEPP children as approaching a major consideration (average ratings of 2.54 and 2.45 respectively). Displacement of other programs or children, such as moving 5-year-old kindergarteners to other spaces to provide adequate facilities for CDEPP children, was not rated as significant an issue. The mean response was 1.76, approaching “a consideration.”

Among the private centers surveyed, the two items with the highest average scores (indicating a problem or challenge) were obtaining DSS approval (average score of 3.10 or major consideration) and having sufficient space for the CDEPP children (average score of 2.97 or major consideration). These centers on average viewed facilities costs to house the CDEPP children and displacement of current programs and children as falling between a consideration and major consideration (average ratings of 2.48 and 2.32 respectively). Meeting outdoor requirements (i.e., playgrounds, equipment), was not rated quite as high in terms of being a significant issue. The mean response was 2.19, or “a consideration.”

In general, both public schools and private centers faced similar significant facilities-related problems or issues when seeking to house CDEPP children. These were meeting DSS standards and finding sufficient space to house the children in the program.

Non-CDEPP Interest in Being CDEPP Site

Personnel in public schools and private centers not enrolling CDEPP children at the time of the survey were asked a series of questions about their interest in enrolling CDEPP children in the future, and what facilities-related issues would have to be considered. These public schools and private centers were located in the counties in which districts qualifying for CDEPP were located, regardless of whether they were located in the CDEPP school district or not.

Interest in Enrolling CDEPP Children

Forty-four public schools of the 90 surveyed not currently housing CDEPP responded to the survey. Of these, only 18, or 41%, indicated that they were likely to seek approval to house CDEPP children if they could. A majority (59%) replied that they likely will not seek to house

CDEPP children. Of the 18 public schools who did indicate that they likely will seek to house children if the program allowed, 9 will seek to house 20 children, whereas the others will seek to house a range of 30 to 80 students. Of the 144 non-CDEPP private centers replying to the survey, more than half (60%) indicated they will likely seek to house CDEPP children should the program continue and they gain approvals to do so. Among 87 private centers who expressed interest in housing CDEPP children, 23 replied that they likely will seek to enroll 20 children. The next most often selected likely number of children the private centers will seek to enroll was 10 students (17 centers selected this number). The other selections ranged from 3 children to 120 in terms of how many the private centers might serve if approved to do so.

In general, non-participating private centers were more likely than non-participating public schools to indicate a likelihood of enrolling CDEPP children in the future. Among public schools and private centers likely to consider enrolling additional CDEPP children, those programs most often indicated a willingness to house 20 or more children.

Facilities Issues Noted By Non-CDEPP Sites

In addition to surveying personnel in non-CDEPP public schools and private centers regarding their interest in housing CDEPP children, we asked a series of questions about possible issues they might have to confront if they sought to house CDEPP children. What follows are the results of that portion of the survey.

Possible Issues/Factors That May be Faced in Becoming a CDEPP Site

Both personnel in public schools and private centers were asked to indicate the extent to which the following facilities-related items were a consideration in becoming a CDEPP site: DSS Approval; Sufficient Space; Displacement of Current Programs/Children; Facilities Costs; and Outdoor Requirements. For each of these, the respondent chose one of the following: 1 = insignificant consideration; 2 = consideration; 3 = major consideration; and 4 = foremost consideration.

Among the non-CDEPP public schools surveyed, the two items with the highest average scores (indicating a problem or challenge) were having enough space for CDEPP children and the possible facilities costs associated with enrolling more children (ratings of 3.07 and 2.92, respectively, indicating major consideration). Public schools on average also viewed displacement of other programs or children, such as moving 5-year-old kindergarteners to other spaces to provide adequate facilities for CDEPP children, and outdoor requirements as significant issues. The mean response averages were 2.52 and 2.45, respectively, approaching "major consideration." Meeting DSS requirements received an average rating of 2.18, indicating it was a consideration, but not on the same level as the other factors addressed in the survey.

Among the non-CDEPP private centers surveyed, the three items with the most similar and highest average ratings (indicating a problem or challenge) were having enough space to house CDEPP children (2.78), meeting DSS standards (2.74), and the costs of facilities (2.71). Analysis of responses to the item dealing with challenges of meeting outdoor requirements produced an average score of 2.53. For non-CDEPP private centers, all four of the above issues were either viewed as major potential challenges, or approaching that level of concern. However, these centers generated an average rating related to displacement of children or programs of 2.17, indicating it was a consideration, but not on the level of the other factors addressed in the survey.

In general, both non-CDEPP public schools and private centers reported challenges ahead if they sought to house CDEPP children. In addition, both groups of respondents indicated that having enough space will be the biggest consideration. The two groups of respondents also exhibited some differences, however. For example, of the factors addressed, non-CDEPP private centers rated displacement of other children or programs as the least challenging issue, whereas non-CDEPP public schools indicated meeting DSS standards to be the issue that will demand the least consideration.

Challenges of Housing CDEPP Children Versus the Benefits of the Program for Schools and Centers

Personnel in public schools and private centers surveyed were asked to indicate whether, from a facilities perspective, CDEPP was worth the challenges. The scale used for this item was as follows: 1 = benefits far outweigh the challenges; 2 = benefits somewhat outweigh the challenges; 3 = challenges somewhat outweigh the benefits; and 4 = challenges far outweigh the benefits. Public schools already involved with CDEPP tended to indicate that the benefits far outweighed the challenges (average response rating of 1.55). Participating CDEPP private centers on average were not as positive as participating public schools, but still indicated that the benefits at least somewhat outweighed the challenges (average response rating of 2.16). Public schools surveyed that were not participating in CDEPP also indicated that the benefits likely will somewhat outweigh the challenges (average response rating of 2.02). The group that expressed the greatest concern about the potential benefit versus the facilities challenges of housing CDEPP was the non-participating private sector providers. The average rating on this survey item by this group was 2.47, which indicates an ambivalence about whether benefits gained are worth the costs and other challenges. Whereas about 50% of the non-participating centers felt that the benefits of participation likely will outweigh the challenges, almost that same percentage indicated that the challenges will outweigh the benefits.

In general, public schools, whether participating in CDEPP or not, indicated that the benefits to their schools will more than make up for the facilities challenges that must be faced. Participating private centers tended to agree, though they were slightly less positive than the public schools surveyed. Private centers not participating in CDEPP, on the other hand, were not sure that benefits gained for their centers will outweigh the facilities challenges if they decided to participate.

Qualitative Input from Public Schools and Private Childcare Centers Surveyed

Personnel in public schools and private centers also were asked to provide comments about their thoughts on housing CDEPP children, particularly from a facilities-related perspective. What follows is a summary of input provided by each of the four groups surveyed.

CDEPP Public School Survey Participants: The comments generally complemented the quantitative survey findings. Most public school CDEPP participants found value in the program. Initial start-up activities were frustrating from a facilities perspective, however. Finding space of sufficient size, meeting requirements related to health and safety, providing appropriate playgrounds, and fitting the program into already occupied buildings produced significant challenges.

CDEPP Private Center Survey Participants: The comments of private childcare providers participating in CDEPP also supported their quantitative responses. As was the case with public school providers, the private centers considered CDEPP important, but did

experience frustrations related to finding sufficient space, gaining required facilities-related approvals, and the cost of facilities-related modifications.

Non-CDEPP Public School Respondents: Personnel in public schools not participating in CDEPP generally expressed an interest in serving at-risk four-year-olds. As noted in the quantitative portion of this study, however, many had concerns about sufficient space to house young children. In addition, they were not sure what will have to be done to their facilities to accommodate expansion of the program.

Non-CDEPP Private Childcare Center Respondents: The comments from private centers not participating in CDEPP complemented their quantitative responses. Whereas many supported the importance of meeting the needs of at-risk four-year-olds, several centers were concerned that cost considerations will make participation in CDEPP prohibitive. Many did express interest in additional information about CDEPP, including facilities-related requirements.

Facilities-related Conclusions and Discussion

Based on the survey findings, including the qualitative comments provided by those responding, public schools and private centers do not consider the “headaches” of providing healthful and safe facilities for CDEPP children to be an insurmountable obstacle to offering the program. The state needs to consider ways to assist those willing to commit to enrolling CDEPP children in terms of special funding for capital costs related to life-safety upgrades and standards.

Whereas there may be problems of sufficient space to house some CDEPP children, the issue appears at the macro-level to be one of where the vacancies are, not whether there are vacancies for CDEPP children. Stated differently, if available CDEPP spaces/slots were more fully used, especially among private centers, there will not be a general shortage of spaces or waiting lists for CDEPP children across the 20 counties surveyed. Moreover, there is sufficient interest among non-participating schools and centers to suggest that the possible available spaces to house CDEPP children could be increased substantially. This is not to say that there are not some specific geographic areas where both public schools and private centers are at their CDEPP capacities. In general, however, spaces for CDEPP children are available. Whether parents will elect to use these slots, and whether the slots are sufficient in number in all geographic areas, needs further assessment if the program expands.

The state needs to develop communication systems that make parents more aware of their CDEPP service options. As part of this, parents should be encouraged to consider the benefits of both public school and private center CDEPP providers. Further, the state might want to consider incentives to encourage parents to select public schools and private centers with available space for CDEPP children. Finally, additional study is needed to identify critical needs areas where program demand substantially exceeds all available CDEPP slots, and to determine how to make use of the interest in housing CDEPP children expressed by non-CDEPP public schools and private centers in those areas.

Limiting CDEPP to prescribed geographic locations may be too restrictive in terms of allowing parents to choose an educational program best suited for their children. Parent’s place of work and travel distance/cost considerations may make public schools and private centers in other locations more logical, especially if in the proximity of parents work sites. The state should study the feasibility of expanding CDEPP classrooms to more geographic locations. Such a study should ascertain from affected parents what additional site options they may wish considered.

Overall Conclusion

Adequate and sufficient housing is an important component of CDEPP and any future expansion. Moreover, some issues concerning housing of CDEPP services must be addressed. One of these has to be provision of some type of capital funding to cover at least the partial cost of health and safety upgrades related to standards at public schools and private centers that are seeking to house CDEPP children. Further, whereas choice of CDEPP provider is an integral part of the initiative, proactive efforts are needed to encourage parents to use available slots before the state spends large amounts of funds to provide additional approved centers and schools. Having said that, however, based on the survey results, facilities themselves will not likely “make or break” CDEPP. Whereas there are hurdles to overcome, public schools and private centers appear to be finding ways to provide adequate facilities. With some fine tuning of the CDEPP funding mechanism, overcoming these facilities hurdles might be made even easier. In the end, most respondents indicated that, whereas facilities certainly were important, much greater challenges existed in the form of program funding and adequate staffing.

Teacher Findings

In the following two subsections, we first present what we know about the educational attainment, credentials, and compensation, of CDEPP personnel during the first two years of implementation and then present and summarize what we know from the existing research concerning educational attainment, credentials, and professional development.

Current Knowledge about CDEPP Teachers

We present the personnel information for public school and private center personnel who work in or with CDEPP funded classrooms. The information was provided by the South Carolina Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS). Information is presented by public schools and then private centers data in Fiscal Year 2006-2007 first and then, if available, Fiscal Year 2007-2008 (through December 19, 2007). Information is presented by educational attainment, certification or area of study, experience working with children, and finally employee compensation.

Information for Public School and Private Center CDEPP Teachers

As shown in the following tabular information, during the two years of implementation, public school CDEPP teachers' educational attainment is characterized by holding at least a bachelors degree and often a graduate degree. It should be noted that a bachelor's degree is considered the minimal educational requirement for public school teachers. In contrast to public school teachers, private center CDEPP teachers' educational attainment is characterized by about 30% or more holding two-year associate's degrees. More than 60% of private center teachers hold at least a bachelor's degree or graduate degree.

Table 8A: Public School CDEPP Teachers' Educational Attainment 2006-2007

Education Level	Frequency	Percent ¹
Bachelors Degree	52	32%
Bachelors Degree + 18	38	23%
Masters Degree	47	28%
Masters Degree + 30	28	17%
Total Number of Teachers	165	100%

¹Proportions in tables in this section are typically rounded to the nearest percent.

Table 8B: Private Center CDEPP Teachers' Educational Attainment 2006-2007

Education Level¹	Frequency	Percent²
Associates Degree	15	34%
Bachelors Degree	25	56%
Graduate Degree	2	5%
Post Graduate Degree	2	5%
Total Number of Teachers	44	100%

¹Degrees were reported in different format from SCDE (e.g., graduate vs. master's degree).

Table 8C: Public School CDEPP Teachers' Educational Attainment 2007-2008

Education Level	Frequency	Percent¹
Bachelors Degree	63	27%
Bachelors Degree + 18	46	20%
Masters Degree	68	29%
Masters Degree + 30	49	21%
Non-Certified	6	3%
Total Number of Teachers	232	100%

Table 8D: Private Center CDEPP Teachers' Educational Attainment 2007-2008

Education Level¹	Frequency	Percent²
High School	1	2%
High School plus college credits	3	6%
Associates Degree	16	31%
Bachelors Degree	25	49%
Graduate Degree	6	12%
Total Number of Teachers	51	100%

¹Degrees were reported in different format from SCDE (e.g., graduate vs. master's degree).

With respect to teacher certification and in the case of private center teachers their area of study, during the first two years of implementation, the overwhelming majority of CDEPP public school teachers (at least 87%) held certification in early childhood education. Less than 7% of the CDEPP public school teachers were not certified. In contrast, during the first two years of implementation, OFS reported that CDEPP private center teachers' area of study was early childhood education 61% and 53%, respectively, across the two years.

Table 9A: Public School CDEPP Teachers' Areas of Certification 2006-2007

Certifications¹	Frequency	Percent²
Early Childhood Education	100	61%
Early Childhood and Elementary	47	28%
Non-Certified	12	7%
Elementary	4	2%
Elementary, Special Education	1	1%
Family & Consumer Science	1	1%
Total Number of Teachers	165	100%

¹In addition, to their primary certification, 9 teachers held dual certification in one of the following areas: Elementary Principal, Math, Reading, Guidance, Physical Education, and Social Studies.

Table 9B: Private Center CDEPP Teachers' Area of Study 2006-2007

Area of Study¹	Frequency	Percent²
Early Childhood Education	27	62%
Early Childhood Development 101	4	9%
Counseling	1	2%
Creative Arts	1	2%
Other	10	23%
Unreported	1	2%
Total Number of Teachers	44	100%

¹The teachers reported a number of other formal coursework in areas including: social work, elementary education, family and consumer science, English, art, and sociology.

Table 9C: Public School CDEPP Teachers' Areas of Certification 2007-2008

Certifications¹	Frequency	Percent²
Early Childhood Education	210	87%
Elementary	81	34%
Special Education	15	6%
Non-Certified	13	5%
Reading	5	2%
Administrator	4	2%
Other (e.g., PE, Math, Social Studies)	7	3%
National Board Certification	13	5%
Total Number of Teachers	240	

¹Certification areas with less than 1% have not been included.

²Percentages add up to more than 100% because teachers were certified in more than one area.

Table 9D: Private Center CDEPP Teachers' Area of Study 2007-2008

Area of Study¹	Frequency	Percent²
Early Childhood Education	27	53%
Early Childhood Development 101	3	6%
Elementary Education	10	19%
Other	11	22%
Total Number of Teachers	51	100%

With respect to teachers' experience during the first two years of implementation, CDEPP public school teachers average at least 12 years of public school teaching experience, whereas CDEPP private center teachers averaged at least 10 years experience with children under six.

Table 10A: Public School CDEPP Teachers' Years of Experience 2006-2007

Years of Experience	
Mean Number of Years	12.94
Median Number of Years	13.00
Std Deviation	9.74
Range	0 - 37
Total Number of Teachers	162

Table 10B: Private Center CDEPP Teachers' Years of Experience 2006-2007

Years Experience	Children < 6 Years
Mean Number of Years	13.66
Median Number of Years	11.00
Std. Deviation	10.56
Range	0 - 37
Total Number of Teachers	44

Table 10C: Public School CDEPP Teachers' Years of Experience 2007-2008

Years of Experience	
Mean Number of Years	14
Median Number of Years	13
Std Deviation	10
Range	0 - 38
Total Number of Teachers	231

Table 10D: Private Center CDEPP Teachers' Years of Experience 2007-2008

Years Experience	Children < 6 Years
Mean Number of Years	10.76
Median Number of Years	7
Std. Deviation	9.51
Range	1 - 31
Total Number of Teachers	51

With respect to salaries and in the case of some private center personnel wages, the CDEPP public school teachers were compensated at a much higher rate than CDEPP private center teachers. For example, in the first year of implementation, the average public school teachers' salary was \$39,508 whereas the average private center teachers' was \$21,218. Salary information was not provided by OFS for the second year of implementation. Moreover, public school teachers' benefits were more uniform and were approximately 28% of their salaries whereas the benefit packages for private center teachers were variable and difficult to determine.

Table 11A: Public School CDEPP Teachers' Salaries and Benefits 2006-2007

	Mean	Median	Std. Deviation	Range
Salaries ¹	\$39,508	\$41,407	\$10,251	\$13,305 - \$57,596
Benefits ²	\$11,062	\$11,594	\$2,870	\$3,725 - \$16,127
Total Comp.	\$50,571	\$53,001	\$13,122	\$17,030 - \$73,723
Total Number of Teachers	159			

¹Unreported salaries (amount \$0.00) and sums below \$10,000 were not included in the calculations.

²Unreported benefits (amount \$0.00) and sums below \$2,500 were not included in the calculations.

Table 11B: Private Center CDEPP Teachers' Salaries and Wages 2006-2007¹

	Mean	Median	Std. Deviation	Range
Salaries	\$21,218	\$20,135	\$6,151	\$14,000 - \$30,770
Total Teachers 12				
Wages	\$12.45 p/h	\$13.50 p/h	\$3.98 p/h	\$6.00 - \$20.00
Total Teachers	28			

¹It should be noted that personnel in private centers working with children enrolled in CCEPP maybe either salaried or wage earning employees.

Table 11C: Private Center CDEPP Teachers' Benefits 2006-2007

Benefits ¹	Frequency	Percent
Health, Medical, Dental, and Retirement	17	39%
Paid Vacation and Holidays	10	23%
None Provided	8	18%
Information Not Available	4	9%
Total Teachers	28	

¹Benefits varied widely depending on the private center and its compensation package and it was very difficult if not impossible to determine the value added toward compensation.

Table 11D: Public School CDEPP Teachers' Salaries and Benefits 2007-2008

	Mean	Median	Std. Deviation	Range
Salaries ¹	\$43,436	\$44,389	\$9,944	\$16,326 - \$64,613
Fringe Benefits ²	\$12,126	\$12,429	NA	\$4,571- \$18,0 92
Total Comp.	\$55,598	\$56,818	NA	\$20,897 - \$82,705
Total Number of Teachers	232			

¹Unreported salaries (amount \$0.00) and sums below \$10,000 were not included in the calculations.

²Fringe benefits were reported as a percentage of the salaries (i.e., 28% of salary) hence no standard deviations are applicable.

Current Knowledge Concerning Teacher Educational Attainment, Credentials, and Professional Development

The issues concerning teacher education, certification, and professional development have been controversial in early childhood education (Fuller, 2007). Conventional wisdom has indicated that teacher educational attainment, pre-service and in-service training, and professional development should enhance preschool program quality and child outcomes. Nevertheless, at the present time, existing evidence has not been clear nor compelling that educational attainment or credentials are strongly related to either program quality or child outcomes. We base our assertion on a contemporary review of the literature (Fuller, 2007, especially chapter 6) and a recent secondary analysis of seven contemporary and rigorous investigations of early childhood education for four-year-old children by Early et al. (2007). It should be noted, however, that both Fuller (2007) and Early and her colleagues (2007) have been clear that although the present evidence is not clear or compelling, researchers' efforts have raised more questions than they have answered. Nevertheless, both Fuller (2007) and Early and her colleagues (2007) have concluded that present information does not indicate that educational degrees or educational credentials per se result in higher-quality preschool programs or better child outcomes. Indeed, much of the existing evidence shows no difference, very small differences, or in a few cases contrary evidence to expected differences. As Early

and her colleagues (2007) noted “Teachers’ education and teacher quality are two separate albeit related constructs” (p. 575).

Hence, the issue of teacher educational attainment and credentialing remains a difficult issue for the field. Moreover, Early and her colleagues (2007) have been clear that they do not want their findings to be misinterpreted and have noted three potential reasons for their results. First, many teachers who have been in the workforce may not have been trained adequately to teach preschool children. Indeed, many teachers were trained several years ago and the field of teacher preparation in early childhood has been changing rapidly and newer evidence-based information may not have been included in previous pre-service and in-service training. Second, many contemporary early childhood educators have argued that recent emerging evidence has indicated that teachers’ educative interactions with children in preschools, which promote children’s meaningful cognitive and linguistic child engagement, rather than the teachers’ degree per se are critical to program quality and child outcomes (Ramey & Ramey, 2005). Simply put, teachers’ behaviors and interactions with children that may enhance development may not be related to formal degrees but more to well-targeted training and the subsequent employment of those teaching procedures in classrooms.

Early and her colleagues (2007) have cogently argued that better pre-service and in-service training and professional development to produce high-quality educational experiences for four-year-old preschool children are sorely needed. The issue then becomes how to best educate and enhance the quality of the teaching personnel in newly implemented early childhood programs for four-year-old children. Given the recent implementation of CDEPP and potential future expansions of four-year-old educational services in the state, we believe that a two-pronged approach to teachers’ educational attainment and compensation will be needed. First, financial incentives for teachers who do not presently have degrees in early childhood education to earn those degrees should be implemented. In Georgia, which has implemented a decade-old universal preschool program for four-year olds, the state provides differential funding for preschool programs that employ teachers who have degrees in early childhood education (see 2007-2008 Georgia’s Pre-K Program Operating Guidelines). For example, certified teachers are compensated \$29,348, degreed teachers \$21,295, and associate degreed teachers \$17, 574 and participating public and private providers are reimbursed differentially based on number of students served and their lead teachers’ educational attainment and credentials. If adopted, this type of policy would also place public and private providers on a more “equal footing” with regard to qualified teacher workforce and teachers’ compensation.

Second, implementation of responsive technical assistance program to personnel working in state-supported and partially funded preschool programs is essential to the on-going enhancement of the current workforce. That is probably best achieved with well-targeted technical assistance and professional development, which was a recommendation in previous EOC reports (Education Oversight Committee, 2006, March). Historically, technical assistance has been defined as

“ . . . a systematic process that uses various strategies involving people, procedures, and products over a period of time to enhance the accomplishments of mutual goals of the state and those who request their help” (Trohanis, 1982, pp. 39-40).

The spring 2007 teacher survey indicated that both public school and private center personnel wanted ongoing technical assistance from either the SCDE or OFS in working effectively with preschool children. Although the details concerning the nature and type of technical assistance and professional development (e.g., large group inservice, face-to-face on-site collaborative consultation, content areas, regionalized vs. statewide) will need to be worked out, the system should probably concentrate training efforts on (a) establishing and maintaining developmentally

appropriate classroom environments, and (b) enhancing and supporting meaningful teacher-child interactions that focus on improving children's language, literacy, numeracy, and social development in classrooms. An effective technical assistance system should focus on developing both developmentally appropriate classrooms and supporting teachers who are responsive to children's educational needs related to transition to kindergarten and school readiness. In addition, any technical assistance and professional development system should include an evaluation component that ensures feedback to both implementers and participants to ensure a continuous improvement model of professional development. For example, if teachers acquire new teaching skills then a performance-based assessment of the employment of those skills in classrooms will be needed.

Conclusions

With respect to the number of years of experience in teaching for public school and private center CDEPP teachers, their years of experience appear to be relatively comparable. Nevertheless, differences in public school and private center teachers are evident in educational degrees held, early childhood certification, and compensation for their professional efforts. As one might expect, those differences may be a direct result of differential requirements for lead teachers for the two administering entities, SCDE and OFS. From spring 2007 survey results and previous EOC reports, teachers have indicated that they want assistance in planning educational services for young children, especially assistance that focuses on establishing developmentally appropriate classrooms, implementing curricula, promoting young children's behavioral and emotional development, and meaningful teaching interactions to promote children's language, cognitive, literacy, numeracy, and social emotional development .

1. Given the recent implementation of the CDEPP program and, to date the general lack of compelling evidence that teachers' credentials and degrees strongly relate to program quality and children's outcomes in early childhood, we recommend that the current CDEPP teacher qualifications should be continued.
2. Given the variation in teacher credentials and compensation of teachers in CDEPP, the current reimbursement system should be amended prior to statewide implementation of the program. The reimbursement per child would reflect a higher per child rate for teachers who earn and maintain early childhood certification and four-year degrees beyond the minimal requirement of a two-year associate degree. The per-child rate should be based on a minimum class size, with the inclusion of waivers for centers in rural areas of the state. The EOC will make recommendations regarding the compensation system in its 2009 CDEPP report.
3. Given the need to provide on-going technical assistance and professional development to CDEPP teachers, we recommend that whomever administers the program should develop and publish an annual technical assistance and professional development plan that includes methods to directly evaluate implementers' and participants' professional support for CDEPP personnel.

Student Screenings and Assessments

DIAL-3 Screenings

During the spring, summer, and fall of 2006, preschoolers entering public school 4-year-old preschool programs across South Carolina were administered the *Developmental Indicators for the Assessment of Learning*, Third Edition (*DIAL-3*). The *DIAL-3* is designed to provide information about students' skills. Further, the measure may be useful for identifying children who need more intensive diagnostic assessment or who are at risk for developmental problems.

The *DIAL-3* measures preschoolers' skills across three areas: motor, concepts, and language skills. Each skill area yields a subscale score, where raw scores from the *DIAL-3* are converted into percentile ranks. Percentile ranks range from 1 to 99 and may be used to compare a students' performance to the developmental norms for the instrument. The analysis of *DIAL-3* scores of students obtained at the time they enter a preschool program provides an indicator of the students' developmental status and needs when they entered preschool. The *DIAL-3* scores of CDEPP participants and non-participants will be used in the evaluation of CDEPP as a baseline of student performance for the longitudinal study of the relationship between CDEPP participation and later academic achievement in elementary school.

The South Carolina State Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS) provided the *DIAL-3* scores of students attending public and private preschool programs, respectively, for the evaluation. The purpose of these analyses is to determine how the *DIAL-3* scores of students enrolled in CDEPP differed from the scores of other students attending preschool programs across the state when both groups of students entered preschool.

This study investigated preschool students' scores on the *DIAL-3* to identify differences in performance among public school students participating in CDEPP compared to students enrolled in non-CDEPP public school four-year-old pre-kindergarten programs in 2006-2007. Additional analyses were conducted to compare differences in *DIAL-3* pretest performance between students from lower-income families (free- or reduced-price lunch program and/or Medicaid eligible) and students from higher-income families (pay lunch, not Medicaid eligible). Data from approximately 15,000 preschool students from across the state were included in the analyses. Descriptive information and statistical tests revealed differences among the *DIAL* scores.

The *DIAL-3* pretest data provides the baseline for student performance when they enter preschool. Along with the more extensive pretest assessment of a small sample of students for the evaluation, the *DIAL-3* pretest data will be used in the longitudinal evaluation of CDEPP to provide comparative evaluations of the later elementary school achievement of students who participated in CDEPP and students who did not participate. However, *DIAL-3* pretest data were not provided by all public schools in 2006-2007. Additionally, *DIAL-3* results from private centers were not useful for these studies because the assessments were not administered until the middle of the school year or later. The *DIAL-3* results from private centers were administered late in the school year because many of the private centers did not enroll CDEPP students until after the beginning of the school year and most private providers needed professional development on the administration of the assessment. It is expected that private providers have administered *DIAL-3* pretests to their CDEPP students in the 2007-2008 school year, although those data have not yet been provided to the evaluators.

Two questions were addressed in this analysis of student *DIAL-3* performance:

1. How did the *DIAL-3* pretest scores of public school students participating in CDEPP compare to the scores of public school students who are not participating in CDEPP but who are enrolled in other preschool programs in the same districts as CDEPP participants?

Primary Finding: When they entered school, the *DIAL-3* scores of CDEPP-participants were lower than the scores of other preschool students enrolled in the same districts who were not participating in CDEPP.

2. How did the *DIAL-3* pretest scores of public school students statewide who are eligible for the federal free- or reduced-price lunch program and/or are eligible for Medicaid services (students in poverty) compare to the scores from public school students not eligible for these family income-based programs (e.g., Pay lunch, not eligible for Medicaid)?

Primary Findings: When they entered school, the *DIAL-3* scores of children from lower-income families (eligible for the federal free- or reduced-price lunch program and/or for Medicaid services) were significantly lower than the scores of children of higher-income families (not eligible for these federal programs). The gap between the student groups' developmental readiness scores was found both statewide and within the districts implementing CDEPP, where the differences were more extreme. However, approximately one-third of the higher-income students served in public school pre-kindergarten programs statewide in 2006-2007 scored at or below the 25th percentile on two of the three *DIAL-3* subscales when they entered school, indicating that they also were in need of educational intervention to improve their developmental status.

Analyses by income level of both the statewide data and the data from CDEPP-implementing districts indicated that students from lower-income families (free- or reduced-price lunch and/or Medicaid eligible) had significantly lower *DIAL-3* pretest scores than students from higher-income families (pay lunch, not Medicaid eligible). This finding suggests that targeting students for preschool program services based on family income is an effective way to serve students having significant developmental needs. However, screening assessments such as the *DIAL-3* also are needed to identify students having developmental delays who need additional diagnosis and educational services, regardless of family income. Analysis of the scores of students from families having incomes higher than the levels required for CDEPP eligibility revealed that approximately one-third of these students scored at or below the 25th percentile on two or more of the *DIAL-3* subscales when they entered preschool, suggesting that these students also had developmental needs which might benefit from a quality full-day preschool educational program.

Conclusion

This analysis of the *DIAL-3* results in 2006-2007 suggests that the eligibility criteria for enrollment in CDEPP (eligibility for the federal school lunch program and/ or Medicaid services) are successfully identifying students developmentally at risk for later school failure, but there are students not income-eligible for the program who have low *DIAL-3* scores, indicating that they may also be at risk of later school failure. In 2006-2007 approximately 6,400 four-year-olds statewide participating in public school pre-kindergarten programs were not eligible for the free- or reduced-price lunch program or for Medicaid. It is estimated that one-third (2,133) of these students may have *DIAL-3* scores at or below the 25th percentile on two of the three subscales. Approximately 350 four-year-olds attending public school pre-kindergarten programs in the 37 plaintiff districts are estimated to have *DIAL-3* scores at or below the 25th percentile on two of the three subtests.

To serve the children whose developmental status makes them most in need of a full-day educational preschool program, it is recommended that student eligibility for CDEPP be based on the current income requirements and, if funding permits, expand CDEPP eligibility to students who are not income-eligible but who score at or below the 25th national percentile on two of the three *DIAL-3* subscales (Language, Concepts, and Motor Skills). Providers must maintain and report documentation of both income status and *DIAL-3* performance to secure funding for the students served.

Child Assessment Results From Samples of Participants in CDEPP

The South Carolina General Assembly requested that the Education Oversight Committee (EOC) conduct an evaluation of the Child Development Education Pilot Program (CDEPP). The South Carolina Legislature also requested child outcome measures related to the new publicly funded preschool initiative. Analyses of child screening and child assessment were planned or developed, collected, and analyzed by an independent evaluation team from USC who worked collaboratively with research personnel in the EOC. Given the legislative mandate to evaluate the newly funded preschool programs and the need to carefully evaluate publicly funded educational programs, we have implemented a five-year project to systematically evaluate the implementation and participant results of CDEPP. We will annually assess a sample cohort of 150 preschoolers from public school and private center CDEPP classrooms in the fall of their preschool and kindergarten year of education. The assessment protocol provides more comprehensive and detailed information on preschool children's developmental status than the *DIAL-3* screening assessment administered by school district personnel and by private providers. A more detailed report of the study is available on the EOC web site, www.eoc.sc.gov.

Spring 2007 Pilot Test of Preschool Child Assessment Protocol

During the spring of 2007, members of the evaluation team administered individual assessments to 48 preschoolers who participated in CDEPP. The purpose of the spring assessments was to pilot test an individually and developmentally appropriate assessment protocol for preschool-age children who receive CDEPP services. Fifty percent of the children were students from public school classrooms and the other 50% were children enrolled in private center classrooms. Public school districts participating in CDEPP were divided into two groups based on the number of children served in CDEPP classrooms (i.e., large vs. small numbers of students funded through CDEPP). Three districts from the large and small strata were randomly selected and from each these six districts, one school site was randomly chosen. At each of these six schools, four students (two males and two females) were randomly selected from among all preschoolers funded through CDEPP. Preschoolers served by personnel in private centers were also selected randomly. However, because four students were needed for testing from each site, only private centers with six or more preschoolers funded by CDEPP were included in the selection process. Similar to the public school selection of students, once six programs were selected, four students (two male and two female) were randomly drawn from each center's roster whenever possible.

Fall 2007 Individual and Developmentally Appropriate Child Assessment of 150 Children Funded by CDEPP

During the fall of 2007, we selected CDEPP students for assessment and the process was similar to the spring procedure. It should be noted that based on consultation with Gary Henry, PhD, who has evaluation expertise and experience in the Georgia Preschool Study, we selected three children at each CDEPP site. One hundred-fifty students funded by CDEPP were selected from among 37 public schools and 13 private centers. The difference in proportion of students assessed for the fall of 2007 in public schools and private centers was based on the ratio of preschoolers funded by CDEPP in the two state-funded programs, the South Carolina Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS). Three students were assessed at each site.

Assessment Instruments Employed for Individually and Developmentally Appropriate Assessment of Preschoolers

During the spring 2007 pilot test of child assessments, we examined the following five assessments for preschool children: *Peabody Picture Vocabulary Test 4th Edition (PPVT 4)* (Dunn & Dunn, 2005); *Expressive Vocabulary Test 2 (EVT 2)* (Williams, 2005); *Woodcock-Johnson III Preschool Battery (WJ-III)* (Woodcock, McGrew, & Mather, 2001); *Behavior Assessment System for Children, Second Edition (BASC-2)* (Reynolds & Kamphaus, 2004); and *Get It, Got It, Go!* (Emergent Literacy Assessment, University of Minnesota). Following the spring pilot testing and based on our experiences and analyses of individual child administration time and data yielded from the five assessments, we chose three primary assessment tools. The final assessment protocol for the evaluation of CDEPP includes two individually administered assessments of children's developmental and educational status (i.e., *PPVT 4*, *WJ-III*) and one teacher report behavioral scale of children's social competence (*BASC-2*) (i.e., social skills and problem behaviors). The *PPVT 4*, *WJ-III*, and *BASC-2* were used for assessing the 48 students during Spring 2007 and the 150 preschoolers during fall 2007.

Conclusion

In general, the performance on the individually administered assessments of the developmental status of a sample of public school and private center CDEPP students indicates that as a group their preschool skills are below national norms for the cognitive and language assessments. In fall 2007, public school CDEPP students in the sample had somewhat lower performance on the assessments than CDEPP children sampled from private centers. The academic and social performance of the samples of CDEPP participants to whom the assessment protocol has been administered will be followed through the elementary school grades. The assessment results from the sample cohort will provide an accurate baseline for evaluation of the CDEPP students' later academic performance growth.

2007 Provider Survey Results

In the spring of 2007 the University of South Carolina evaluation team designed and administered a survey of private center and public school teachers and administrators participating in CDEPP. The purpose of the survey was to solicit information from the administrators regarding the implementation process of the CDEPP during its initial year of program execution. The survey consisted of nine sections: (1) Demographics (of the respondents), (2) Administrative Procedures, (3) Child Screening and Enrollment, (4) Funding Sources and Funds, (5) Implementation, (6) School Facility, Physical Environment, and Transportation, (7) Opportunities for Professional Development, (8) Parent Education and Related Child and Family Services, and (9) Child and Program Evaluation. Similarly, CDEPP teachers were surveyed and asked to respond to questions concerning: (1) Demographics (of the responding teachers), (2) Administrative Procedures, (3) School Facility, Physical Environment, and Transportation, (4) Opportunities for Professional Development, (5) Parent Education and Related Child and Family Services, (6) Child and Program Evaluation, and (7) Public Awareness and Child Find. As survey results, the information provided is restricted by the common limitations associated with survey methods including (a) self-report information, (b) return-rate bias especially for non-responders, and (c) lack of clarity in the survey question or in respondents' answers.

The results of the survey generally showed the following:

Administrators:

- Participating in CDEPP in the public and private sector were overall satisfied with the administrative procedures;
- In private centers were generally satisfied with DSS licensure requirements, few reported incurring additional expenses to meet these requirements;
- In school districts were dissatisfied with DSS licensure requirements and most of the programs reported incurring additional expenses to meet those requirements;
- In private and public centers were satisfied with parent application forms but suggested a need for one common form across entities (example, DSS, Head Start, SCDE/OFS, etc.);
- Noted that teachers and assistants were asked to be out of the classroom too much for professional development training;
- Majority indicated satisfaction with educational attainment requirements for both lead teachers and assistant teachers;
- Cited lack of transportation and need for extended childcare hours as reasons for at-risk children in community not being served by an educational program;
- Cited lack of classroom space as reason for CDEPP waiting lists;
- Supplemented CDEPP funds with other funding sources;
- Of private centers indicated the need for more professional development and technical assistance to meet children's school readiness needs
- Cited delays in receiving reimbursements; and
- In private programs reported that they had adequate facilities whereas half of public administrators reported lack of facilities.

Teachers:

- Public school teachers reported providing supplemental services such as health and related services to CDEPP children and families than private teachers;
- All private teachers were satisfied with the professional development provided by OFS, and most public school teachers were satisfied with the professional development provided by SCDE;
- Both cited inadequate or non-existent playground equipment as a reason for dissatisfaction with classroom and outdoor play facilities;
- Although only a few public school teacher respondents reported dissatisfaction with transportation services, the majority of the reasons were related to concerns about the safety of young children riding the bus with older children; and
- All cited contacting families of former students as the main method to publicize their CDEPP

Population Projections and Recommendations for Future Implementation

Projections of Numbers of Four-Year-Old Children By County for Years 2008-2009 and 2009-2010

Proviso 1.66 to the 2007-2008 General Appropriations Act directs the EOC to report recommendations for the creation and implementation of a statewide four-year-old kindergarten for at-risk children. As part of those recommendations, Proviso 1.66 specifies that the report provide anticipated four-year-old kindergarten enrollment projections where possible for the two years following the January 2008 evaluation report.

Projections of the numbers of four-year-old children by county for the 2007-2008, 2008-2009, and 2009-2010 school years were made by EOC staff. The methodology and data used for making the projections are described in Appendix D. The projections are based on current population trends; unanticipated events such as major economic or other changes may change the results at both the state and county levels.

The projected numbers of four-year-olds by county and the changes in the numbers of four-year-olds by county are listed in Table 12. The change in the projected numbers of four-year-olds residing in the counties between the 2007-2008 and 2009-2010 school years is highlighted in Table 12, where the change is listed for each county. The data in Table 12 suggest that the number of four-year-olds statewide will increase by about 1,147 children, or 2%, from the 2007-2008 school year (57,247 four-year-olds) to the 2009-2010 school year (58,394 four-year-olds). However, the changes over that period of time by county are variable, ranging from a projected decline of 15.13% in Calhoun county to an increase of 10.27% in Dorchester county. The data in Table 12 indicate that eight counties are projected to have declines of 5% or more in their four-year-old populations between 2007-2008 and 2009-2010, while four counties are projected to increase by 5% or more.

Table 12
Estimates and Projections of Total Numbers of Four-Year-Olds 2007-2008 to 2009-2010
By County

County Name	Estimated Total # 4 y.o. in 2007-08	Projected Total # 4 y. o. in 2008-09	Projected Total # 4 y. o. in 2009-10	Change in Total # 4 y.o. 2007-08 to 2009- 10	Pct. Change in Total # 4 y.o. 2007-08 to 2009- 10
Abbeville County*	298	292	284	-14	-4.7
Aiken County	1872	1885	1894	22	1.18
Allendale County*	154	151	147	-7	-4.55
Anderson County	2222	2222	2222	0	0
Bamberg County*	169	158	147	-22	-13.02
Barnwell County*	343	349	354	11	3.21
Beaufort County	2159	2198	2246	87	4.03
Berkeley County*	2212	2233	2254	42	1.9
Calhoun County	152	141	129	-23	-15.13
Charleston County	4771	4828	4887	116	2.43
Cherokee County	649	622	594	-55	-8.47
Chester County	414	402	389	-25	-6.04
Chesterfield County*	521	508	495	-26	-4.99
Clarendon County*	432	440	448	16	3.7
Colleton County	497	484	471	-26	-5.23
Darlington County	877	878	878	1	0.11
Dillon County*	491	492	494	3	0.61
Dorchester County	1578	1659	1740	162	10.27
Edgefield County	255	249	242	-13	-5.1
Fairfield County	298	296	292	-6	-2.01
Florence County*	1894	1907	1922	28	1.48
Georgetown County	729	730	730	1	0.14
Greenville County	5853	5990	6119	266	4.54
Greenwood County	841	826	810	-31	-3.69
Hampton County*	259	252	244	-15	-5.79
Horry County	2979	3090	3202	223	7.49
Jasper County*	317	326	334	17	5.36
Kershaw County	719	711	706	-13	-1.81
Lancaster County	778	769	760	-18	-2.31
Laurens County*	800	799	794	-6	-0.75
Lee County*	256	257	256	0	0
Lexington County*	3219	3257	3296	77	2.39
Marion County*	486	488	490	4	0.82
Marlboro County*	345	339	331	-14	-4.06
McCormick County*	73	68	64	-9	-12.33
Newberry County	499	503	508	9	1.8
Oconee County	834	849	862	28	3.36
Orangeburg County*	1246	1250	1253	7	0.56
Pickens County	1283	1293	1299	16	1.25
Richland County	4679	4755	4833	154	3.29
Saluda County*	245	250	255	10	4.08
Spartanburg County	3528	3567	3604	76	2.15
Sumter County	1594	1578	1563	-31	-1.94
Union County	321	313	305	-16	-4.98

County Name	Estimated Total # 4 y.o. in 2007-08	Projected Total # 4 y. o. in 2008-09	Projected Total # 4 y. o. in 2009-10	Change in Total # 4 y.o. 2007-08 to 2009- 10	Pct. Change in Total # 4 y.o. 2007-08 to 2009- 10
Williamsburg County*	484	489	492	8	1.65
York County	2622	2688	2755	133	5.07
State Totals	57247	57831	58394	1147	2.00
County had <i>decrease</i> of 5% or more					
County had <i>increase</i> of 5% or more					

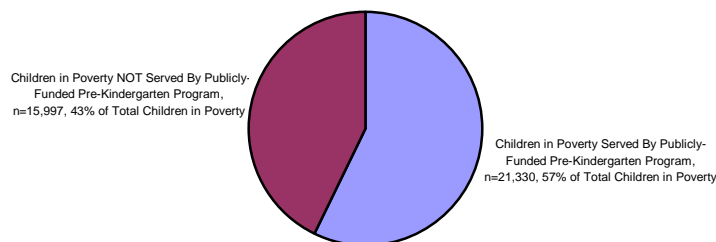
* County contains one or more of 37 Plaintiff school districts.

Data Source: US Census population estimates, 2000-2006, Office of Research and Statistics, SC Budget and Control Board

The population projections suggest that, statewide, the numbers of four-year-olds in South Carolina will increase approximately 2% (1,147 more children) to more than 58,000 between now and 2010. However, the four-year-old populations in the 20 counties in which at least one of the 37 Plaintiff school districts is located are projected to increase less than 1% (110 more children) during the same time period. Eight of the 20 counties are projected to have declines in their four-year-old populations by 2010.

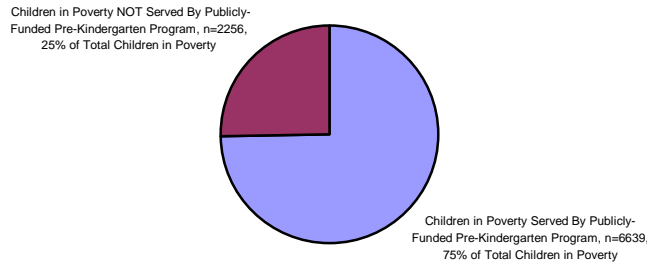
The analyses of numbers of four-year-olds in poverty (e.g., eligible for the Federal free- or reduced-price lunch program and/or for Medicaid) who are being served in a publicly-funded pre-kindergarten program compared to the numbers who are not indicates that currently almost 16,000 income-eligible four-year-olds statewide are not being served (Figure 1). In the 37 Plaintiff school districts it is estimated that 2,256 eligible four-year-olds are not currently being served in a publicly-funded pre-kindergarten program (Figure 2). While not all of these at-risk four-year-olds may participate in a publicly-funded pre-kindergarten program if it were available because of family, employment, or other circumstances, the data indicate that more students could be served if facilities, professional staff, and instructional resources were available.

Figure 1
Children in Poverty Served or Not Served By Publicly-Funded Pre-Kindergarten Program
2007-2008 School Year, Estimated Total of 37,327 Four-Year-Olds in Poverty



Children in Poverty: Four-Year-Olds Eligible for Federal Free- or Reduced-Price Lunch Program and/or for Medicaid Services.
Publicly-Funded Pre-Kindergarten Programs Include Public School Programs, CDEPP in Private Child Care Centers, ABC Voucher Program for 30 or More Hours Per Week, and Head Start Programs

Figure 2
Children in Poverty in 37 Plaintiff School Districts Served or Not Served
By Publicly-Funded Pre-Kindergarten Program, 2007-2008 School Year
Estimated Total of 8,895 Four-Year-Olds in Poverty



Children in Poverty: Four-Year-Olds Eligible for Federal Free- or Reduced-Price Lunch Program and/or for Medicaid Services.
Publicly-Funded Pre-Kindergarten Programs Include Public School Programs, CDEPP in Private Child Care Centers, ABC Voucher Program for 30 or More Hours Per Week, and Head Start Programs.

Recommendations for Implementation

Based upon the data collected and analyzed in the 2008 evaluation of the Child Development Education Pilot Program (CDEPP), the following recommendations are made for improving the implementation and administration of CDEPP and for expanding the program statewide in the future. These recommendations should ensure that the children at greatest need for quality four-year-old programs would receive services in the most cost-efficient manner possible. The recommendations also address the need for improved data collection and financial accountability systems to ensure that funding follows the child.

1. CDEPP should be continued in Fiscal Year 2008-09 and expanded beyond the plaintiff and trial districts pending the availability of state funding. Expansion should occur first in districts with the greatest poverty index as reflected on the annual school report cards. Upon statewide implementation the General Assembly should reallocate all or a portion of the Education Improvement Act (EIA) funds for the regular four-year-old program to CDEPP.

2. The continued use of public and private providers is essential to the future expansion of the program. Based on the 2007 facilities survey of CDEPP providers, in general, public schools in the plaintiff and trial districts were at or near current capacity to house four-year-old students. Less than 30% of the schools reported that they could house more students. On average, across the 37 districts, approximately two more children could be served per site. Among private centers, the findings were somewhat different. These centers indicated that they could enroll an additional six children on average within current approvals and available facilities. Furthermore, fewer than one in ten of these private centers (6%) indicated that there was a waiting list of CDEPP-eligible children wishing to enroll. Nearly one in every four (23%) of the private childcare centers responding to the survey indicated they could house an additional ten or more children. And, ultimately, subject to additional approvals and facilities considerations, these private centers envisioned serving 20 CDEPP children on average compared to the average of 14 they currently reported as being served. These space limitations likely extend to other school districts in the state.

3. The eligibility requirements should be amended to include not only children that qualify for the free and reduced-price federal lunch program and/or Medicaid but also children who score below the 25th percentile level on *DIAL-3* or a comparable and reliable screening assessment. Analyses by income level of both the statewide data and the data from CDEPP-implementing districts indicated that students from lower-income families (free- or

reduced-price lunch and/or Medicaid eligible) had *DIAL-3* pretest scores below the national norm and significantly lower than students from higher-income families (pay lunch, not Medicaid eligible). Targeting students for preschool program services based on family income is an effective way to serve most students having developmental needs. However, a screening assessment such as the *DIAL-3* also is needed to identify students having developmental delays who need additional diagnosis and educational services, regardless of family income. Analyses of the scores of students from families having incomes higher than the levels required for CDEPP eligibility revealed that approximately one-third of these students scored at or below the 25th percentile on two or more of the *DIAL-3* subscales when they entered preschool. This finding suggested that these students also had developmental needs which could benefit from a high quality, full-day preschool educational program.

4. Continuation and expansion of CDEPP requires better data collection not only for evaluation purposes, but also, and more importantly to improve the administrative and financial accountability of the program. All children enrolled in CDEPP should have SUNS identification numbers upon enrollment in the program. *DIAL-3* data or other assessment data should be reported for all students participating in CDEPP. And, the funds appropriated for each child should be allocated and expended based on the days of service provided.

5. Due to the likely overpayment of funds to private providers in the first year of the pilot program and due to the inability of the Department of Education to reimburse school districts for actual days attended by CDEPP eligible children, the General Assembly should require financial accountability controls similar to those in Georgia for all providers participating in CDEPP. The Georgia Department of Early Care and Learning, Bright from the Start, annually publishes the guidelines that all Pre-K providers, both public and private providers, follow. Section 19 The *2007-2008 School Year Pre-K Providers' Operating Guidelines* stipulates the audit and accounting requirements of providers in their full-day, universal 4K program. The guidelines reserve the right of the Georgia Department of Early Care and Learning to require an independent, certified financial audit of providers at the expense of the provider. The agency also reserves the right to conduct Agreed Upon Procedures (AUP) reviews of providers. All Pre-K providers in Georgia are required to "maintain financial records to track Pre-K expenditures in accordance with generally accepted accounting principals (GAAP). All records must be retained for a minimum of three years."

6. Given the recent implementation of the CDEPP program and, to date the general lack of compelling evidence that teachers' credentials and degrees strongly relate to program quality and children's outcomes in early childhood, the current CDEPP teacher qualifications should be continued.

7. Given the variation in teacher credentials and compensation of teachers in CDEPP, the current reimbursement system should be amended prior to statewide implementation of the program. The reimbursement per child would reflect a higher per child rate for teachers who earn and maintain early childhood certification and four-year degrees beyond the minimal requirement of a two-year associate degree. The per-child rate should be based on a minimum class size, with the inclusion of waivers for centers in rural areas of the state. The EOC will make recommendations regarding the compensation system in its 2009 CDEPP report.

8. Given the need to provide on-going technical assistance and professional development to CDEPP teachers, state administrators of the program should develop and publish an annual technical assistance and professional development plan that

includes methods to directly evaluate implementers' and participants' professional support for CDEPP personnel.

9. At a minimum, no provider should receive funds to equip a new classroom unless the provider continuously enrolls a minimum of five CDEPP children in the school year. Cost-efficiencies must be implemented to guarantee the greatest return on the state's investment in children.

10. Based on the initial implementation of CDEPP, one agency or office should be accountable for the administration and implementation of CDEPP. This recommendation is based on several factors. First, there are duplicative costs, both direct and indirect, of administering CDEPP. If the program is expanded, these costs will increase. Second, neither the Office of First Steps (OFS) nor the South Carolina Department of Education (SCDE) is ideally positioned to implement the program for all providers without improvements in policies and procedures related to data collection, financial reimbursement, monitoring and recruitment. While this report includes specific commendations for OFS and SCDE, it also highlights shortcomings for both. Due to other statutory responsibilities of both OFS and SCDE, neither organization is able to focus exclusively on the implementation and future expansion of this program which will require extensive collaboration and planning between many agencies and providers. And, finally, though CDEPP is considered one program, it is currently funded and administered by two separate entities. For example, the South Carolina Department of Education had to reallocate \$1.2 million in discretionary general fund monies to CDEPP this year, while the Office of First Steps, which is funded through the Department, is anticipating a balance of \$5.4 million this year. Therefore, the recommendation is that the legislature adopts one of the following options:

- **Option 1:** Reallocate all existing resources and funds to either the Office of First Steps, to the South Carolina Department of Education or to a new entity which would have sole responsibility for administering the program for both public and private providers;
- **Option 2:** Create a separate office in the Department of Education that solely focuses on implementation and administration of CDEPP for both public and private providers with existing resources reallocated to this office. Like the Office of First Steps which is currently funded through the South Carolina Department of Education, the newly created office would have a coordinating or governing council including but not limited to representatives from the Department of Social Services, Head Start, the Department of Health and Human Services, the Office of First Steps, and the Department of Education. The council would assist in the implementation and expansion of CDEPP.

If the current dual system of administering and implementing CDEPP continues, the recommendation would be that both the Office of First Steps and the South Carolina Department of Education have direct and reasonable appropriations for administrative expenses for each organization.

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Appendix A Table 1
Numbers of Four-Year-Old Students Served in Publicly-Funded Preschool Programs
2006-2007 School Year, All School Districts
135-Day Unduplicated Counts

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006- 07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	72.48	313	227	196	122	82	40		85	37	0	79	86	0	69	6	157	160
AIKEN	63.12	1926	1216	1015	688	443	245		447	241	0				155	102	700	704
ALLENDALE	94.19	175	165	153	82	75	7		75	7	0	81	91	0	42	19	136	136
ANDERSON 1	47.77	662	316	232	249	137	112		153	96	0				62	38	237	253
ANDERSON 2	59.61	289	172	129	91	12	79		12	79	0				34	21	67	67
ANDERSON 3	71.44	204	146	119	60	21	39		43	17	0				29	17	67	89
ANDERSON 4	58.98	217	128	97	86	50	36		52	34	0				25	15	90	92
ANDERSON 5	60.33	939	566	453	176	144	32		152	24	0				111	68	323	331
BAMBERG 1*	74.32	148	110	85	52	21	31		28	24	0	0	0	5	35	13	74	81
BAMBERG 2	95.72	91	87	84	39	36	3		37	2	0	37	43	3	28	10	77	78
BARNWELL 19	89.57	65	58	55	20	18	2		19	1	0	19	20	0	22	4	44	45
BARNWELL 29*	75.32	69	52	45	29	21	8		21	8	0	0	0	1	20	4	46	46
BARNWELL 45*	70.67	187	132	110	79	60	19		60	19	0	0	0	16	50	9	135	135
BEAUFORT	59.83	1936	1158	956	622	315	307		395	227	0				146	49	510	590
BERKELEY	65.34	2163	1413	1117	701	401	300		420	281	0	212	218	16	229	103	749	768
CALHOUN	89.25	188	168	159	91	77	14		77	14	0				9	9	95	95
CHARLESTON	62.61	4690	2936	2443	1438	1055	383		1055	383	0				388	370	1813	1813
CHEROKEE	69.21	785	543	464	315	172	143		191	124	0				80	47	299	318
CHESTER	72.34	491	355	291	161	105	56		109	52	0				193	36	334	338
CHESTERFIELD*	74.13	609	451	386	255	161	94		163	92	0	0	0	0	150	20	331	333
CLARENDON 1	96.8	85	82	77	53	50	3		50	3	0	52	50	1	27	6	84	84
CLARENDON 2	85.53	259	222	192	110	86	24		93	17	0	100	104	8	74	17	185	192
CLARENDON 3	67.83	101	69	56	60	41	19		41	19	0	41	43	0	23	5	69	69
COLLETON	85.12	585	498	428	238	186	52		189	49	0				117	21	324	327
DARLINGTON	78.04	901	703	601	272	215	57		222	50	0				227	69	511	518
DILLON 1	81.66	76	62	58	40	32	8		36	4	0	36	38	0	15	8	55	59
DILLON 2	89.87	323	290	267	142	137	5		140	2	0	138	150	30	70	37	274	277
DILLON 3	76.96	138	106	92	82	62	20		67	15	0	66	75	0	26	13	101	106
DORCHESTER 2	47.84	1276	610	414	373	134	239		140	233	0			0	63	74	271	277

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006- 07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
DORCHESTER 4	86.09	151	130	111	107	80	26	1	81	25	1				14	16	110	111
EDGEFIELD	69.02	312	215	188	124	89	35		89	35	0				32	8	129	129
FAIRFIELD	90.24	323	291	263	163	132	31		133	30	0				40	6	178	179
FLORENCE 1	66.48	1247	829	694	394	287	107		290	104	0	84	103	20	138	84	529	532
FLORENCE 2	75.64	99	75	65	79	59	18	2	59	18	2	59	59	1	12	8	80	80
FLORENCE 3	89.72	316	284	266	144	123	21		124	20	0	49	43	11	47	29	210	211
FLORENCE 4	89.95	84	76	67	56	55	1		55	1	0	56	59	11	13	8	87	87
FLORENCE 5	65.34	121	79	66	69	42	27		48	21	0	40	51	0	13	8	63	69
GEORGETOWN	72.46	771	559	481	339	244	94	1	273	65	1				67	36	347	376
GREENVILLE	52.67	5452	2872	2189	1422	906	516		906	516	0				308	267	1481	1481
GREENWOOD 50	65.68	730	479	401	319	124	195		124	195	0				145	40	309	309
GREENWOOD 51	69.69	94	66	52	35	20	14	1	20	14	1				20	6	46	46
GREENWOOD 52	56.6	132	75	58	53	27	26		27	26	0				23	6	56	56
HAMPTON 1	74.71	200	149	122	179	115	64		115	64	0	86	96	0	27	11	153	153
HAMPTON 2	93.48	97	91	83	38	38	0		38	0	0	38	40	0	16	6	60	60
HORRY	66.3	2732	1811	1520	1238	946	292		1090	148	0				100	147	1193	1337
JASPER	91.7	310	284	257	156	140	16		140	16	0	150	156	9	36	19	204	204
KERSHAW	61.71	800	494	402	236	142	94		142	94	0				73	3	218	218
LANCASTER	62.65	889	557	438	177	133	44		134	43	0				85	30	248	249
LAURENS 55	72.11	516	372	306	336	201	135		207	129	0	110	139	0	47	22	270	276
LAURENS 56	76.68	293	225	194	123	106	17		111	12	0	60	67	0	29	13	148	153
LEE	96.83	270	261	249	99	98	1		99	0	0	97	107	29	65	42	234	235
LEXINGTON 1	41.82	1212	507	368	352	89	263		97	255	0				46	76	211	219
LEXINGTON 2	68.45	558	382	323	261	93	168		128	133	0				34	57	184	219
LEXINGTON 3	69.17	133	92	79	82	40	42		43	39	0				8	14	62	65
LEXINGTON 4	78.12	211	165	142	182	141	40	1	149	32	1	128	137	0	15	25	181	189
LEXINGTON 5	33.17	1041	345	244	127	70	57		70	57	0			0	31	52	153	153
MCCORMICK*	86.51	108	93	79	31	24	7		24	7	0	0	0	0	44	3	71	71
MARION 1*	85.19	266	227	204	112	85	27		85	27	0	0	0	36	54	27	202	202
MARION 2	91.17	170	155	140	94	70	24		70	24	0	94	106	10	37	18	135	135
MARION 7	96.63	75	72	68	48	44	4		46	2	0	48	55	0	17	9	70	72
MARLBORO*	90.12	399	360	325	143	120	23		121	22	0	0	0	1	110	16	247	248
NEWBERRY	70.8	543	384	333	155	110	45		110	45	0				109	27	246	246

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006- 07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
OCONEE	63.05	785	495	409	182	158	24		166	18	0				60	63	281	289
ORANGEBURG 3	92.16	299	276	244	180	155	25	3	156	21	3	158	171	0	42	16	213	214
ORANGEBURG 4	79.69	378	301	264	173	119	54		119	54	0	161	131	3	46	18	186	186
ORANGEBURG 5	88.55	635	562	518	292	248	41		248	44	0	274	275	25	86	33	392	392
PICKENS	54.4	1223	665	519	406	236	170		250	156	0				89	59	384	398
RICHLAND 1	76.46	2449	1873	1564	834	706	128		721	113	0				202	271	1179	1194
RICHLAND 2	48.73	2129	1037	827	378	184	194		204	174	0				112	150	446	466
SALUDA*	73.04	241	176	146	45	26	19		26	19	0	0	0	9	75	15	125	125
SPARTANBURG 1	57.68	371	214	171	183	82	99	2	84	97	2				20	21	123	125
SPARTANBURG 2	55.26	718	397	315	264	105	159		106	158	0				37	39	181	182
SPARTANBURG 3	64.9	243	158	124	83	64	19		64	19	0				15	16	95	95
SPARTANBURG 4	62.72	229	144	116	133	82	51		83	50	0				14	14	110	111
SPARTANBURG 5	54.18	524	284	206	166	85	81		85	81	0				27	28	140	140
SPARTANBURG 6	58.02	767	445	365	155	128	27		129	26	0				42	44	214	215
SPARTANBURG 7	73.34	621	455	396	275	214	61		219	56	0				43	45	302	307
SUMTER 2	78.17	888	694	618	290	210	80		225	65	0				144	54	408	423
SUMTER 17	72.57	873	634	572	268	174	94		188	80	0				132	49	355	369
UNION	72.77	351	255	216	159	87	72		93	66	0				73	23	183	189
WILLIAMSBURG	94.7	505	478	454	215	189	26		193	22	0	210	219	64	107	34	394	398
YORK 1	63.15	364	230	187	169	49	120		69	100	0			0	10	26	85	105
YORK 2	40.9	394	161	122	240	77	163		77	163	0				7	18	102	102
YORK 3	54.07	1195	646	508	303	33	270		33	270	0				28	73	134	134
YORK 4	22.3	523	117	83	60	9	51		10	50	0				5	13	27	28
UNKNOWN														0	16		16	16
TOTAL		57251	36794	30495	19652	12762	6879	11	13368	6275	11	2763	2932	309	5806	3471	22348	22954

* Plaintiff district NOT participating in CDEPP program.

** Children in Poverty include children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

BOLD type face indicates plaintiff district; *Italicized* type face indicates trial district.

Appendix A Table 2
Numbers of Four-Year-Old Students Served in Publicly-Funded Preschool Programs
2006-2007 School Year, 37 Plaintiff School Districts
135-Day Unduplicated Counts

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	72.48	313	227	196	122	82	40		85	37	0	79	86	0	69	6	157	160
ALLEDALE	94.19	175	165	153	82	75	7		75	7	0	81	91	0	42	19	136	136
BAMBERG 1*	74.32	148	110	85	52	21	31		28	24	0	0	0	5	35	13	74	81
BAMBERG 2	95.72	91	87	84	39	36	3		37	2	0	37	43	3	28	10	77	78
BARNWELL 19	89.57	65	58	55	20	18	2		19	1	0	19	20	0	22	4	44	45
BARNWELL 29*	75.32	69	52	45	29	21	8		21	8	0	0	0	1	20	4	46	46
BARNWELL 45*	70.67	187	132	110	79	60	19		60	19	0	0	0	16	50	9	135	135
BERKELEY	65.34	2163	1413	1117	701	401	300		420	281	0	212	218	16	229	103	749	768
CHESTERFIELD*	74.13	609	451	386	255	161	94		163	92	0	0	0	0	150	20	331	333
CLARENDON 1	96.8	85	82	77	53	50	3		50	3	0	52	50	1	27	6	84	84
CLARENDON 2	85.53	259	222	192	110	86	24		93	17	0	100	104	8	74	17	185	192
CLARENDON 3	67.83	101	69	56	60	41	19		41	19	0	41	43	0	23	5	69	69
DILLON 1	81.66	76	62	58	40	32	8		36	4	0	36	38	0	15	8	55	59
DILLON 2	89.87	323	290	267	142	137	5		140	2	0	138	150	30	70	37	274	277
DILLON 3	76.96	138	106	92	82	62	20		67	15	0	66	75	0	26	13	101	106
FLORENCE 1	66.48	1247	829	694	394	287	107		290	104	0	84	103	20	138	84	529	532
FLORENCE 2	75.64	99	75	65	79	59	18	2	59	18	2	59	59	1	12	8	80	80
FLORENCE 3	89.72	316	284	266	144	123	21		124	20	0	49	43	11	47	29	210	211
FLORENCE 4	89.95	84	76	67	56	55	1		55	1	0	56	59	11	13	8	87	87
FLORENCE 5	65.34	121	79	66	69	42	27		48	21	0	40	51	0	13	8	63	69
HAMPTON 1	74.71	200	149	122	179	115	64		115	64	0	86	96	0	27	11	153	153
HAMPTON 2	93.48	97	91	83	38	38	0		38	0	0	38	40	0	16	6	60	60
JASPER	91.7	310	284	257	156	140	16		140	16	0	150	156	9	36	19	204	204
LAURENS 55	72.11	516	372	306	336	201	135		207	129	0	110	139	0	47	22	270	276
LAURENS 56	76.68	293	225	194	123	106	17		111	12	0	60	67	0	29	13	148	153
LEE	96.83	270	261	249	99	98	1		99	0	0	97	107	29	65	42	234	235
LEXINGTON 4	78.12	211	165	142	182	141	40	1	149	32	1	128	137	0	15	25	181	189
MCCORMICK*	86.51	108	93	79	31	24	7		24	7	0	0	0	0	44	3	71	71
MARION 1*	85.19	266	227	204	112	85	27		85	27	0	0	0	36	54	27	202	202
MARION 2	91.17	170	155	140	94	70	24		70	24	0	94	106	10	37	18	135	135

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
<i>MARION 7</i>	96.63	75	72	68	48	44	4		46	2	0	48	55	0	17	9	70	72
MARLBORO*	90.12	399	360	325	143	120	23		121	22	0	0	0	1	110	16	247	248
<i>ORANGEBURG 3</i>	92.16	299	276	244	180	155	25		156	24	0	158	171	0	42	16	213	214
<i>ORANGEBURG 4</i>	79.69	378	301	264	173	119	54		119	54	0	161	131	3	46	18	186	186
<i>ORANGEBURG 5</i>	88.55	635	562	518	292	248	41	3	248	41	3	274	275	25	86	33	392	392
SALUDA*	73.04	241	176	146	45	26	19		26	19	0	0	0	9	75	15	125	125
WILLIAMSBURG	94.7	505	478	454	215	189	26		193	22	0	210	219	64	107	34	394	398
UNKNOWN															16		16	16
TOTAL		11642	9116	7926	5054	3768	1280	6	3858	1190	6	2763	2932	309	1972	738	6787	6877

* Plaintiff district NOT participating in CDEPP program.

** Children in Poverty include children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

BOLD type face indicates plaintiff district; *Italicized* type face indicates trial district.

Appendix A Table 3
 Numbers of Four-Year-Old Students Served in Publicly-Funded Preschool Programs
 2006-2007 School Year, 29 School Districts Participating in Child Development Education Program (CDEPP)
 135-Day Unduplicated Counts

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006- 07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public Sch666666 66600/ Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	72.48	313	227	196	122	82	40		85	37	0	79	86	0	69	6	157	160
<i>ALLEDALE</i>	94.19	175	165	153	82	75	7		75	7	0	81	91	0	42	19	136	136
BAMBERG 2	95.72	91	87	84	39	36	3		37	2	0	37	43	3	28	10	77	78
BARNWELL 19	89.57	65	58	55	20	18	2		19	1	0	19	20	0	22	4	44	45
BERKELEY	65.34	2163	1413	1117	701	401	300		420	281	0	212	218	16	229	103	749	768
CLARENDON 1	96.8	85	82	77	53	50	3		50	3	0	52	50	1	27	6	84	84
CLARENDON 2	85.53	259	222	192	110	86	24		93	17	0	100	104	8	74	17	185	192
CLARENDON 3	67.83	101	69	56	60	41	19		41	19	0	41	43	0	23	5	69	69
DILLON 1	81.66	76	62	58	40	32	8		36	4	0	36	38	0	15	8	55	59
<i>DILLON 2</i>	89.87	323	290	267	142	137	5		140	2	0	138	150	30	70	37	274	277
DILLON 3	76.96	138	106	92	82	62	20		67	15	0	66	75	0	26	13	101	106
FLORENCE 1	66.48	1247	829	694	394	287	107		290	104	0	84	103	20	138	84	529	532
FLORENCE 2	75.64	99	75	65	79	59	18	2	59	18	2	59	59	1	12	8	80	80
FLORENCE 3	89.72	316	284	266	144	123	21		124	20	0	49	43	11	47	29	210	211
<i>FLORENCE 4</i>	89.95	84	76	67	56	55	1		55	1	0	56	59	11	13	8	87	87
FLORENCE 5	65.34	121	79	66	69	42	27		48	21	0	40	51	0	13	8	63	69
HAMPTON 1	74.71	200	149	122	179	115	64		115	64	0	86	96	0	27	11	153	153
<i>HAMPTON 2</i>	93.48	97	91	83	38	38	0		38	0	0	38	40	0	16	6	60	60
<i>JASPER</i>	91.7	310	284	257	156	140	16		140	16	0	150	156	9	36	19	204	204
LAURENS 55	72.11	516	372	306	336	201	135		207	129	0	110	139	0	47	22	270	276
LAURENS 56	76.68	293	225	194	123	106	17		111	12	0	60	67	0	29	13	148	153
<i>LEE</i>	96.83	270	261	249	99	98	1		99	0	0	97	107	29	65	42	234	235
LEXINGTON 4	78.12	211	165	142	182	141	40	1	149	32	1	128	137	0	15	25	181	189
MARION 2	91.17	170	155	140	94	70	24		70	24	0	94	106	10	37	18	135	135
<i>MARION 7</i>	96.63	75	72	68	48	44	4		46	2	0	48	55	0	17	9	70	72
<i>ORANGEBURG 3</i>	92.16	299	276	244	180	155	25		156	24	0	158	171	0	42	16	213	214
ORANGEBURG 4	79.69	378	301	264	173	119	54		119	54	0	161	131	3	46	18	186	186
ORANGEBURG 5	88.55	635	562	518	292	248	41	3	248	41	3	274	275	25	86	33	392	392
WILLIAMSBURG	94.7	505	478	454	215	189	26		193	22	0	210	219	64	107	34	394	398
UNKNOWN															16		16	16
TOTAL		9615	7515	6546	4308	3250	1052	6	3330	972	6	2763	2932	241	1434	631	5556	5636

** Children in Poverty include children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

BOLD type face indicates plaintiff district; ***Italicized*** type face indicates trial district.

Appendix A, Table 4
Numbers of Four-Year-Old Students Served in Publicly-Funded Preschool Programs
2007-2008 School Year, All School Districts
45-Day Unduplicated Counts

DISTRICT	2007 Po9verty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007- 08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	74.25	292	217	184	94	62	32	0	66	28	0	94	77	0	71	1	134	138
AIKEN	64.92	1885	1224	1024	705	384	321	0	395	310	0				170	46	600	611
ALLENDALE	95.05	151	144	131	62	48	14	0	48	14	0	52	78	5	41	2	96	96
ANDERSON 1	49.59	658	326	245	245	115	130	0	144	101	0				69	23	207	236
ANDERSON 2	60.5	276	167	130	95	18	77	0	18	77	0				35	12	65	65
ANDERSON 3	72.44	189	137	109	59	35	24	0	48	11	0				29	10	74	87
ANDERSON 4	61.19	211	129	98	83	44	39	0	45	38	0				27	9	80	81
ANDERSON 5	61.4	891	547	456	171	151	20	0	157	14	0				115	39	305	311
BAMBERG 1	74.8	101	76	61	62	27	35	0	28	34	0	20	20	3	32	8	70	71
BAMBERG 2	95.92	57	55	53	31	28	3	0	28	3	0	31	40	1	23	5	57	57
BARNWELL 19	90.62	67	61	56	20	17	3	0	17	3	0	17	20	4	20	1	42	42
BARNWELL 29	76.6	78	60	52	19	17	2	0	17	2	0	NR	20	0	20	1	38	38
BARNWELL 45*	72.71	204	148	123	59	46	13	0	46	13	0			24	48	3	121	121
BEAUFORT	60.8	2198	1336	1089	652	303	333	16	386	250	16				164	29	496	579
BERKELEY	64.95	2233	1450	1099	884	743	141	0	807	77	0	844	727	40	276	56	1115	1179
CALHOUN	91.13	141	128	122	85	67	18	0	67	18	0				10	2	79	79
CHARLESTON	63.06	4828	3045	2508	1392	868	473	51	868	473	51				519	188	1575	1575
CHEROKEE	70.27	622	437	366	308	157	151	0	176	132	0				77	39	273	292
CHESTER	73.94	402	297	244	156	100	56	0	102	54	0				97	25	222	224
CHESTERFIELD	74.7	508	379	317	218	153	65	0	153	65	0	80	80	10	173	15	351	351
CLARENDON 1	96.79	77	75	70	48	1	0	47	1	0	47	48	60	4	17	5	27	27
CLARENDON 2	86.14	259	223	198	108	73	35	0	83	25	0	106	80	4	49	15	141	151
CLARENDON 3	69.08	104	72	59	59	25	33	1	25	33	1	25	43	0	16	5	46	46
COLLETON	86.42	484	418	359	239	181	49	9	183	47	9				99	0	280	282
DARLINGTON	78.64	878	690	599	260	188	72	0	203	57	0				225	40	453	468
DILLON 1	82.07	68	56	52	33	27	6	0	27	6	0	33	38	1	13	2	43	43
DILLON 2	91.63	292	268	249	144	142	1	1	143	0	1	139	140	49	63	10	264	265
DILLON 3	76.63	131	100	84	78	56	22	0	59	19	0	60	75	1	23	4	84	87
DORCHESTER 2	49.3	1488	734	489	415	118	297	0	131	284	0			0	57	42	217	230

DISTRICT	2007 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007- 08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
DORCHESTER 4	85.84	171	147	125	104	57	15	32	57	15	32				11	8	76	76
EDGEFIELD	69.23	249	172	150	116	89	27	0	89	27	0				58	8	155	155
FAIRFIELD	91.67	296	271	251	164	156	8	0	156	8	0				33	0	189	189
FLORENCE 1	69.36	1280	888	769	373	290	83	0	294	79	0	250	248	49	134	38	511	515
FLORENCE 2	75.75	101	77	66	73	55	18	0	56	17		41	59	0	12	3	70	71
FLORENCE 3	90.56	311	282	265	151	42	7	102	49	0	102	147	160	16	43	12	113	120
FLORENCE 4	92.31	86	79	69	50	47	3	0	49	1	0	46	59	5	12	3	67	69
FLORENCE 5	68.1	130	89	75	43	39	4	0	40	3	0	10	40	1	13	4	57	58
GEORGETOWN	72.05	730	526	446	352	233	104	15	263	74	15			1	56	15	305	335
GREENVILLE	53.12	5990	3182	2445	1469	910	559	0	910	559	0				295	204	1409	1409
GREENWOOD 50	66.95	636	426	354	309	84	225	0	85	224	0				141	12	237	238
GREENWOOD 51	72.32	77	56	44	39	20	19	0	20	19					19	2	41	41
GREENWOOD 52	59.06	113	67	51	49	26	23	0	26	23	0				22	2	50	50
HAMPTON 1	74.58	173	129	106	NR	NR	NR		NR	NR		NR	93	1	22	36	59	59
HAMPTON 2	94.06	79	74	69	36	36	0	0	36	0	0	NR	40	2	12	20	70	70
HORRY	66.76	3090	2063	1721	1308	851	323	134	858	316	134				102	29	982	989
JASPER	92.96	326	303	273	196	173	23	0	173	23	0	185	146	1	33	6	213	213
KERSHAW	62.1	711	442	349	230	139	91	0	139	91	0				82	15	236	236
LANCASTER	62.57	769	481	374	193	102	91	0	108	85	0				57	44	203	209
LAURENS 55	73.25	520	381	319	367	183	183	1	199	167	1	116	132	1	40	7	231	247
LAURENS 56	77.51	279	216	186	141	116	25	0	122	19	0	118	47	6	23	4	149	155
LEE	96.87	257	249	234	85	82	3	0	82	3	0	31	100	23	52	0	157	157
LEXINGTON 1	42.78	1270	543	386	336	94	205	37	97	202	37				72	57	223	226
LEXINGTON 2	70.44	567	399	344	268	104	164	0	132	136	0				53	42	199	227
LEXINGTON 3	70.25	137	96	82	80	49	31	0	52	28	0				13	10	72	75
LEXINGTON 4	79.88	235	188	161	179	126	53	0	140	39		171	137	0	25	20	171	185
LEXINGTON 5	34.48	1052	363	251	182	90	92	0	93	89	0			0	48	38	176	179
MCCORMICK	88.99	68	61	52	22	15	7	0	15	7	0	11	20	0	38	0	53	53
MARION 1	87.33	249	217	195	124	108	16	0	113	11	0	107	120	17	59	12	196	201
MARION 2	91.63	170	156	140	97	83	13	1	83	13	1	97	100	8	42	9	142	142
MARION 7	97.08	69	67	62	59	55	4	0	56	3	0	58	34	0	18	4	77	78
MARLBORO	91.55	339	310	276	143	116	26	1	116	26	1	107	100	0	116	8	240	240
NEWBERRY	71.88	503	362	309	153	88	65	0	99	54	0				96	17	201	212

DISTRICT	2007 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007- 08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
OCONEE	64.17	849	545	446	197	169	28	0	191	6	0				60	54	283	305
ORANGEBURG 3	91.62	285	261	222	150	130	20	0	131	19		108	167	0	45	6	181	182
ORANGEBURG 4	79.92	361	289	252	150	108	42	0	108	42	0	136	121	3	50	7	168	168
ORANGEBURG 5	89.7	604	542	502	330	274	55	1	274	55	1	270	264	23	93	13	403	403
PICKENS	55.35	1293	716	534	420	259	161	0	270	150	0				96	37	392	403
RICHLAND 1	77.27	2492	1926	1619	870	670	200	0	699	171	0				204	139	1013	1042
RICHLAND 2	50.5	2263	1143	917	376	219	147	10	228	138	10				121	82	422	431
SALUDA*	75.14	250	188	160	43	28	15	0	28	15	0	0	0	8	78	2	116	116
SPARTANBURG 1	59.53	382	227	181	201	106	91	4	107	90	4				22	18	146	147
SPARTANBURG 2	57.07	753	430	337	211	73	135	3	74	134	3				42	34	149	150
SPARTANBURG 3	67.32	243	164	131	80	56	24	0	56	24	0				16	13	85	85
SPARTANBURG 4	63.81	239	153	126	146	72	74	0	72	74	0				15	12	99	99
SPARTANBURG 5	55.21	553	305	229	183	82	101	0	83	100	0				30	24	136	137
SPARTANBURG 6	60.36	781	471	389	174	130	44	0	146	28	0				46	37	213	229
SPARTANBURG 7	73.53	614	451	404	256	210	46	0	212	44	0				44	35	289	291
SUMTER 2	72.82	794	578	553	294	225	69	0	226	68	0				123	20	368	369
SUMTER 17	80.1	784	628	501	268	144	124	0	188	80	0				134	21	299	343
UNION	74.21	313	232	195	157	90	66	1	97	59	1				78	7	175	182
WILLIAMSBURG	95	489	465	438	203	190	13	0	196	7	0	198	211	72	85	7	354	360
YORK 1	64.19	387	248	199	165	53	112	0	69	96	0			0	39	18	110	126
YORK 2	39.57	444	176	129	239	73	166	0	73	166	0				28	13	114	114
YORK 3	54.72	1269	694	554	330	7	323	0	68	262	0				110	50	167	228
YORK 4	22.67	591	134	95	51	11	40	0	13	38	0				21	10	42	44
UNKNOWN														19	46		65	65
TOTAL		57839	37327	30738	19769	12231	7071	467	12887	6415	467	3756	3896	402	6056	1985	20674	21330

* Plaintiff district NOT participating in CDEPP program.

** Children in Poverty include children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

BOLD type face indicates plaintiff district; ***Italicized*** type face indicates trial district.

NR= Not Reported

Appendix A, Table 5
Numbers of Four-Year-Old Students Served in Publicly-Funded Preschool Programs
2007-2008 School Year, 37 Plaintiff School Districts
45-Day Unduplicated Counts

DISTRICT	2007 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	74.25	292	217	184	94	62	32	0	66	28	0	94	77	0	71	1	134	138
ALLEDALE	95.05	151	144	131	62	48	14	0	48	14	0	52	78	5	41	2	96	96
BAMBERG 1	74.8	101	76	61	62	27	35	0	28	34	0	20	20	3	32	8	70	71
BAMBERG 2	95.92	57	55	53	31	28	3	0	28	3	0	31	40	1	23	5	57	57
BARNWELL 19	90.62	67	61	56	20	17	3	0	17	3	0	17	20	4	20	1	42	42
BARNWELL 29	76.6	78	60	52	19	17	2	0	17	2	0	NR	20	0	20	1	38	38
BARNWELL 45*	72.71	204	148	123	59	46	13	0	46	13	0			24	48	3	121	121
BERKELEY	64.95	2233	1450	1099	884	743	141	0	807	77	0	844	727	40	276	56	1115	1179
CHESTERFIELD	74.7	508	379	317	218	153	65	0	153	65	0	80	80	10	173	15	351	351
CLARENDON 1	96.79	77	75	70	48	1	0	47	1	0	47	48	60	4	17	5	27	27
CLARENDON 2	86.14	259	223	198	108	73	35	0	83	25	0	106	80	4	49	15	141	151
CLARENDON 3	69.08	104	72	59	59	25	33	1	25	33	1	25	43	0	16	5	46	46
DILLON 1	82.07	68	56	52	33	27	6	0	27	6	0	33	38	1	13	2	43	43
DILLON 2	91.63	292	268	249	144	142	1	1	143	0	1	139	140	49	63	10	264	265
DILLON 3	76.63	131	100	84	78	56	22	0	59	19	0	60	75	1	23	4	84	87
FLORENCE 1	69.36	1280	888	769	373	290	83	0	294	79	0	250	248	49	134	38	511	515
FLORENCE 2	75.75	101	77	66	73	55	18	0	56	17		41	59	0	12	3	70	71
FLORENCE 3	90.56	311	282	265	151	42	7	102	49	0	102	147	160	16	43	12	113	120
FLORENCE 4	92.31	86	79	69	50	47	3	0	49	1	0	46	59	5	12	3	67	69
FLORENCE 5	68.1	130	89	75	43	39	4	0	40	3	0	10	40	1	13	4	57	58
HAMPTON 1	74.58	173	129	106	NR	NR	NR		NR	NR		NR	93	1	22	36	59	59
HAMPTON 2	94.06	79	74	69	36	36	0	0	36	0	0	NR	40	2	12	20	70	70
JASPER	92.96	326	303	273	196	173	23	0	173	23	0	185	146	1	33	6	213	213
LAURENS 55	73.25	520	381	319	367	183	183	1	199	167	1	116	132	1	40	7	231	247
LAURENS 56	77.51	279	216	186	141	116	25	0	122	19	0	118	47	6	23	4	149	155
LEE	96.87	257	249	234	85	82	3	0	82	3	0	31	100	23	52	0	157	157
LEXINGTON 4	79.88	235	188	161	179	126	53	0	140	39		171	137	0	25	20	171	185
MCCORMICK	88.99	68	61	52	22	15	7	0	15	7	0	11	20	0	38	0	53	53
MARION 1	87.33	249	217	195	124	108	16	0	113	11	0	107	120	17	59	12	196	201

DISTRICT	2007 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
MARION 2	91.63	170	156	140	97	83	13	1	83	13	1	97	100	8	42	9	142	142
<i>MARION 7</i>	97.08	69	67	62	59	55	4	0	56	3	0	58	34	0	18	4	77	78
MARLBORO	91.55	339	310	276	143	116	26	1	116	26	1	107	100	0	116	8	240	240
<i>ORANGEBURG 3</i>	91.62	285	261	222	150	130	20	0	131	19		108	167	0	45	6	181	182
ORANGEBURG 4	79.92	361	289	252	150	108	42	0	108	42	0	136	121	3	50	7	168	168
ORANGEBURG 5	89.7	604	542	502	330	274	55	1	274	55	1	270	264	23	93	13	403	403
SALUDA*	75.14	250	188	160	43	28	15	0	28	15	0	0	0	8	78	2	116	116
WILLIAMSBURG	95	489	465	438	203	190	13	0	196	7	0	198	211	72	85	7	354	360
UNKNOWN														19	46		65	65
TOTAL		11283	8895	7679	4934	3761	1018	155	3908	871	155	3756	3896	401	1976	354	6492	6639

* Plaintiff district NOT participating in CDEPP program.

** Children in Poverty include children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

BOLD type face indicates plaintiff district; ***Italicized*** type face indicates trial district.

NR= Not Reported

Appendix A, Table 6
 Numbers of Four-Year-Old Students Served in Publicly-Funded Preschool Programs
 2007-2008 School Year, 35 School Districts Participating in Child Development Education Program (CDEPP)
 45-Day Unduplicated Counts

DISTRICT	2007 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	74.25	292	217	184	94	62	32	0	66	28	0	94	77	0	71	1	134	138
ALLEDALE	95.05	151	144	131	62	48	14	0	48	14	0	52	78	5	41	2	96	96
BAMBERG 1	74.8	101	76	61	62	27	35	0	28	34	0	20	20	3	32	8	70	71
BAMBERG 2	95.92	57	55	53	31	28	3	0	28	3	0	31	40	1	23	5	57	57
BARNWELL 19	90.62	67	61	56	20	17	3	0	17	3	0	17	20	4	20	1	42	42
BARNWELL 29	76.6	78	60	52	19	17	2	0	17	2	0	NR	20	0	20	1	38	38
BERKELEY	64.95	2233	1450	1099	884	743	141	0	807	77	0	844	727	40	276	56	1115	1179
CHESTERFIELD	74.7	508	379	317	218	153	65	0	153	65	0	80	80	10	173	15	351	351
CLARENDON 1	96.79	77	75	70	48	1	0	47	1	0	47	48	60	4	17	5	27	27
CLARENDON 2	86.14	259	223	198	108	73	35	0	83	25	0	106	80	4	49	15	141	151
CLARENDON 3	69.08	104	72	59	59	25	33	1	25	33	1	25	43	0	16	5	46	46
DILLON 1	82.07	68	56	52	33	27	6	0	27	6	0	33	38	1	13	2	43	43
DILLON 2	91.63	292	268	249	144	142	1	1	143	0	1	139	140	49	63	10	264	265
DILLON 3	76.63	131	100	84	78	56	22	0	59	19	0	60	75	1	23	4	84	87
FLORENCE 1	69.36	1280	888	769	373	290	83	0	294	79	0	250	248	49	134	38	511	515
FLORENCE 2	75.75	101	77	66	73	55	18	0	56	17		41	59	0	12	3	70	71
FLORENCE 3	90.56	311	282	265	151	42	7	102	49	0	102	147	160	16	43	12	113	120
FLORENCE 4	92.31	86	79	69	50	47	3	0	49	1	0	46	59	5	12	3	67	69
FLORENCE 5	68.1	130	89	75	43	39	4	0	40	3	0	10	40	1	13	4	57	58
HAMPTON 1	74.58	173	129	106	NR	NR	NR		NR	NR		NR	93	1	22	36	59	59
HAMPTON 2	94.06	79	74	69	36	36	0	0	36	0	0	NR	40	2	12	20	70	70
JASPER	92.96	326	303	273	196	173	23	0	173	23	0	185	146	1	33	6	213	213
LAURENS 55	73.25	520	381	319	367	183	183	1	199	167	1	116	132	1	40	7	231	247
LAURENS 56	77.51	279	216	186	141	116	25	0	122	19	0	118	47	6	23	4	149	155
LEE	96.87	257	249	234	85	82	3	0	82	3	0	31	100	23	52	0	157	157
LEXINGTON 4	79.88	235	188	161	179	126	53	0	140	39		171	137	0	25	20	171	185
MCCORMICK	88.99	68	61	52	22	15	7	0	15	7	0	11	20	0	38	0	53	53
MARION 1	87.33	249	217	195	124	108	16	0	113	11	0	107	120	17	59	12	196	201
MARION 2	91.63	170	156	140	97	83	13	1	83	13	1	97	100	8	42	9	142	142

DISTRICT	2007 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated # Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2007-08	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Public School Total Free or Reduced or Medicaid Served	Public School Pay Lunch and Not Medicaid Served	Public School Lunch/ Medicaid Data Missing	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
<i>MARION 7</i>	97.08	69	67	62	59	55	4	0	56	3	0	58	34	0	18	4	77	78
MARLBORO	91.55	339	310	276	143	116	26	1	116	26	1	107	100	0	116	8	240	240
<i>ORANGEBURG 3</i>	91.62	285	261	222	150	130	20	0	131	19		108	167	0	45	6	181	182
ORANGEBURG 4	79.92	361	289	252	150	108	42	0	108	42	0	136	121	3	50	7	168	168
ORANGEBURG 5	89.7	604	542	502	330	274	55	1	274	55	1	270	264	23	93	13	403	403
WILLIAMSBURG	95	489	465	438	203	190	13	0	196	7	0	198	211	72	85	7	354	360
UNKNOWN														19	46		65	65
TOTAL		10829	8559	7396	4832	3687	990	155	3834	843	155	3756	3896	369	1850	349	6255	6402

* Plaintiff district NOT participating in CDEPP program.

** Children in Poverty include children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

BOLD type face indicates plaintiff district; *italicized* type face indicates trial district.

NR= Not Reported

Appendix B

CDEPP - Office of First Steps Updated October 5, 2007

	Total Appropriation to First Steps for CDEPP		\$7,858,576													
#	Program Name	City	County	Verified Students	Payments to County First Steps Partnerships	Actual Expenditures Paid Per Invoices				Cost Per Child Per Provider for ALL Invoices	Cost Per Child Per Provider for Materials	Cost Per Child for Transportation	Cost Per Child for Instruction	\$3,077 Times Number Eligible	Instruction Exceeding Allowable	Transportation Exceeding Allowable
						Instruction	Materials	Transportation	TOTAL							
1	Kids Under Construction **	Abbeville	Abbeville	3	\$20,000.00	\$1,709.40	\$9,945.54		\$11,654.94	\$3,885	\$3,315		\$570	\$9,231		
2	Family Affair Child Care Center **	N. Augusta	Aiken	1	\$11,000.00	\$256.41	\$9,852.25		\$10,108.66	\$10,109	\$9,852		\$256	\$3,077		
3	Little Precious Angels Child Development Center	Bamberg	Bamberg	6	\$40,000.00	\$16,068.36	\$6,056.60		\$22,124.96	\$3,687	\$1,009		\$2,678	\$18,462		
		Allendale	Allendale		\$0.00									\$0		
4	Progressive Family Life	Bamberg	Bamberg	5		\$4,529.23	\$8,154.92		\$12,684.15	\$2,537	\$1,631		\$906	\$15,385		
5	Bedford's Stay-n-Play	Barnwell	Barnwell	17	\$59,616.00	\$44,700.39	\$9,719.30		\$54,419.69	\$3,201	\$572		\$2,629	\$52,309		
6	Hobbit Hill	Beaufort	Beaufort	1	\$15,000.00		\$9,385.18		\$9,385.18	\$9,385	\$9,385		\$0	\$3,077		
7	Karen Scott Health CDC	Goose Creek	Berkeley	8	\$70,770.00	\$20,427.85	\$6,177.17		\$26,605.02	\$3,326	\$772		\$2,553	\$24,616		
8	The Sunshine House #29	N. Charleston	Berkeley	5		\$9,485.93	\$9,822.99		\$19,308.92	\$3,862	\$1,965		\$1,897	\$15,385		
9	The Sunshine House #106	Monck's Corner	Berkeley	4		\$10,598.47	\$9,806.48		\$20,404.95	\$5,101	\$2,452		\$2,650	\$12,308		
			Charleston		\$0.00											
10	The Wee Academy Learning Center	Manning	Clarendon	14	\$45,770.00	\$27,863.31	\$9,236.55		\$37,099.86	\$2,650	\$660		\$1,990	\$43,078		
11	Kids Ltd.	Dillon	Dillon	20	\$80,000.00	\$44,273.46	\$9,874.34	\$940.00	\$55,087.80	\$2,754	\$494	\$47	\$2,214	\$61,540		
12	Pee Dee CAP Headstart (Hamer-Canaan)	Dillon	Dillon	11		\$6,837.60	\$9,930.24	\$411.20	\$17,179.04	\$1,562	\$903	\$37	\$622	\$33,847		
13	Zion Canaan Child Development Center	Timmons ville	Florence	11	\$152,848.00	\$36,602.48	\$148.94		\$36,751.42	\$3,341	\$14		\$3,327	\$33,847	\$2,755	
14	Excellent Learning Preschool, Inc.	Florence	Florence	7		\$15,128.19	\$8,849.89		\$23,978.08	\$3,425	\$1,264		\$2,161	\$21,539		
15	The Sunshine House #30	Florence	Florence	4		\$5,641.02			\$5,641.02	\$1,410			\$1,410	\$12,308		

	Total Appropriation to First Steps for CDEPP		\$7,858,576													
#	Program Name	City	County	Verified Students	Payments to County First Steps Partnerships	Actual Expenditures Paid Per Invoices				Cost Per Child Per Provider for ALL Invoices	Cost Per Child Per Provider for Materials	Cost Per Child for Transportation	Cost Per Child for Instruction	\$3,077 Times Number Eligible	Instruction Exceeding Allowable	Transportation Exceeding Allowable
						Instruction	Materials	Transportation	TOTAL							
16	Pee Dee CAP Headstart (Thelma Brown)	Florence	Florence	11		\$14,546.74	\$9,889.48	\$884.08	\$25,320.30	\$2,302	\$899	\$80	\$1,322	\$33,847		
17	Pee Dee CAP Headstart (Lake City)	Lake City	Florence	12		\$16,837.75	\$10,000.00	\$1,012.58	\$27,850.33	\$2,321	\$833	\$84	\$1,403	\$36,924		
18	Little Smurf's Child Development Center	Andrews	Georgetown	14	\$65,240.00	\$44,615.34	\$9,835.34	\$2,683.08	\$57,133.76	\$4,081	\$703	\$192	\$3,187	\$43,078	\$1,537	\$93
19	The Mellon Patch	East Hampton	Hampton	1	\$13,462.00	\$1,196.16	\$9,999.46		\$11,195.62	\$11,196	\$9,999		\$1,196	\$3,077		
20	Little People Inc. Daycare	Jasper	Jasper	7	\$28,078.00	\$14,786.69	\$9,422.65		\$24,209.34	\$3,458	\$1,346		\$2,112	\$21,539		
21	Bishopville Lee Child Care Center Inc.	Bishopville	Lee	15	\$133,390.00	\$48,889.42	\$9,780.01		\$58,669.43	\$3,911	\$652		\$3,259	\$46,155	\$2,734	
22	Lynchburg-Elliott CDC ***	Lynchburg	Lee	15		\$44,273.97	\$19,921.54		\$64,195.51	\$4,280	\$1,328		\$2,952	\$46,155		
23	Tiny Junction Inc **	Chapin	Lexington	2	\$12,815.00	\$683.76	\$9,812.32	\$41.12	\$10,537.20	\$5,269	\$4,906	\$21	\$342	\$6,154		
24	Little Promises Learning Center	Mullins	Marion	2	\$175,000.00	\$4,615.38	\$9,998.32		\$14,613.70	\$7,307	\$4,999		\$2,308	\$6,154		
25	Troy Johnson Learning Center	Mullins	Marion	10		\$26,512.79	\$9,995.51	\$1,594.43	\$38,102.73	\$3,810	\$1,000	\$159	\$2,651	\$30,770		
26	McGills Bundles of Joy	Marion	Marion	13		\$31,111.08	\$9,741.53		\$40,852.61	\$3,143	\$749		\$2,393	\$40,001		
27	Kids Konnection Christian Childcare	Marion	Marion	9		\$14,871.78	\$9,996.91		\$24,868.69	\$2,763	\$1,111		\$1,652	\$27,693		
28	Pee Dee CAP Headstart (Springville)	Marion	Marion	12		\$14,188.02	\$9,717.19	\$853.24	\$24,758.45	\$2,063	\$810	\$71	\$1,182	\$36,924		
29	Back to Basics Learning Center, Inc.	Orangeburg	Orangeburg	15	\$158,930.00	\$39,487.14	\$9,379.36		\$48,866.50	\$3,258	\$625		\$2,632	\$46,155		
30	India's Toddler University	Orangeburg	Orangeburg	4		\$16,012.41	\$8,444.07	\$508.86	\$24,965.34	\$6,241	\$2,111	\$127	\$4,003	\$12,308	\$3,704	
31	Kelly's Kids	Orangeburg	Orangeburg	3		\$7,863.24	\$9,007.79		\$16,871.03	\$5,624	\$3,003		\$2,621	\$9,231		
32	Kids in Motion	Orangeburg	Orangeburg	4		\$12,478.10	\$7,491.41		\$19,969.51	\$4,992	\$1,873		\$3,120	\$12,308	\$170	

	Total Appropriation to First Steps for CDEPP		\$7,858,576													
	Program Name	City	County	Verified Students	Payments to County First Steps Partnerships	Actual Expenditures Paid Per Invoices				Cost Per Child Per Provider for ALL Invoices	Cost Per Child Per Provider for Materials	Cost Per Child for Transportation	Cost Per Child for Instruction	\$3,077 Times Number Eligible	Instruction Exceeding Allowable	Transportation Exceeding Allowable
#						Instruction	Materials	Transportation	TOTAL							
33	Kiddie Kollege of Orangeburg	Orangeburg	Orangeburg	2		\$2,905.98	\$5,542.09		\$8,448.07	\$4,224	\$2,771		\$1,453	\$6,154		
34	Kids 2000 Kindergarten & Daycare Center	Orangeburg	Orangeburg	2		\$4,957.26	\$7,964.36		\$12,921.62	\$6,461	\$3,982		\$2,479	\$6,154		
35	ABC Academy	Saluda	Saluda	10	\$41,441.00	\$25,641.00	\$9,993.39	\$503.72	\$36,138.11	\$3,614	\$999	\$50	\$2,564	\$30,770		
36	Mary's Little Lamb Daycare Center	Kingstree	Williamsburg	22	\$283,480.00	\$57,949.03	\$10,000.00	\$1,326.12	\$69,275.15	\$3,149	\$455	\$60	\$2,634	\$67,694		
37	Tender Bear's Daycare and Learning Center	Greeleyville	Williamsburg	22		\$49,743.81	\$10,000.00	\$154.20	\$59,898.01	\$2,723	\$455	\$7	\$2,261	\$67,694		
38	Nesmith Community Day Care Center	Nesmith	Williamsburg	10		\$34,273.75	\$10,000.00	\$2,061.14	\$46,334.89	\$4,633	\$1,000	\$206	\$3,427	\$30,770	\$3,504	\$211
39	Wilson's Daycare and Learning Center ***	Kingstree	Williamsburg	10		\$21,538.44	\$20,000.00	\$1,295.28	\$42,833.72	\$4,283	\$2,000	\$130	\$2,154	\$30,770		
40	Graham's Enhancement Child Care	Kingstree	Williamsburg	10		\$24,957.31	\$9,706.96		\$34,664.27	\$3,466	\$971		\$2,496	\$30,770		
				354	\$1,406,840.00	\$819,058.45	\$372,600.08	\$14,269.05	\$1,205,927.58					\$1,089,258	\$14,406	\$304
Average Per Child Per Center										\$4,220	\$2,150	\$91	\$2,092			
STATE AVERAGE Per Child										\$3,407	\$1,053	\$40	\$2,314			

* Based on \$3,077 per child for instruction, \$10,000 per center for materials and equipment, and \$185 per child for transportation

** On the 135th day there were 309 children enrolled and having received funds for instruction and/or supplies and materials. 303 students were still being actively reimbursed for services.

*** These centers had two CDEPP classrooms.

Centers in Bold provided services in July and/or August

Appendix C
CDEPP - Department of Education
Grants for Supplies and Materials for New
Classrooms
2006-07

District	Amount Paid	# Classrooms
Abbeville	\$59,666.10	6
Allendale	\$59,488.87	6
Bamberg 2	\$20,000.00	2
Barnwell 19	\$10,000.00	1
Berkeley	\$94,763.98	10
Clarendon 1	\$30,000.00	3
Clarendon 2	\$49,287.10	5
Clarendon 3	\$28,754.04	3
Dillon 1	\$19,968.05	2
Dillon 2	\$67,500.00	7
Dillon 3	\$48,925.00	5
Florence 1	\$60,000.00	6
Florence 2	\$40,000.00	4
Florence 3	\$29,769.30	3
Florence 4	\$28,695.14	3
Florence 5	\$22,768.94	3
Hampton 1	\$49,994.49	5
Hampton 2	\$19,995.52	2
Jasper	\$79,751.16	8
Laurens 55	\$86,556.51	9
Laurens 56	\$30,000.00	3
Lee	\$50,000.00	5
Lexington 4	\$70,000.00	7
Marion 2	\$59,870.00	6
Marion 7	\$28,791.99	3
Orangeburg 3	\$90,000.00	9
Orangeburg 4	\$90,000.00	9
Orangeburg 5	\$156,868.05	16
Williamsburg	\$126,585.20	13
TOTAL:	\$1,607,999.44	164

Mean per District:	\$55,448
Mean per Classroom:	\$9,805

Appendix C
CDEPP - Department of Education
Reimbursements for Transportation
2006-07

	SDE		
	Projected	Actual	2006-07
	Transportation	Transportation	Students
District	Allocations *	Allocations *	Transported
Abbeville	\$22,200	\$7,030	38
Allendale	\$13,320	\$13,135	71
Bamberg 2	\$7,400	\$4,440	24
Barnwell 19	\$3,700	\$2,220	12
Berkeley	\$11,100	\$29,600	160
Clarendon 1	\$11,100	\$7,770	42
Clarendon 2	\$22,200	\$7,585	41
Clarendon 3	\$11,100	\$5,550	30
Dillon 1	\$7,400	\$2,960	16
Dillon 2	\$7,400	\$9,065	49
Dillon 3	\$10,175	\$5,920	32
Florence 1	\$18,500	\$13,875	75
Florence 2	\$14,800	\$10,915	59
Florence 3	\$7,400	\$2,220	12
Florence 4	\$10,175	\$9,065	49
Florence 5	\$11,100	\$5,550	30
Hampton 1	\$3,700	\$11,655	63
Hampton 2	\$7,400	\$0	0
Jasper	\$14,800	\$19,610	106
Laurens 55	\$11,100	\$9,435	51
Laurens 56	\$3,700	\$4,070	22
Lee	\$3,700	\$13,320	72
Lexington 4	\$11,100	\$1,480	8
Marion 2	\$19,240	\$5,735	31
Marion 7	\$3,700	\$8,880	48
Orangeburg 3	\$7,400	\$6,475	35
Orangeburg 4	\$7,400	\$3,885	21
Orangeburg 5	\$7,400	\$1,110	6
Williamsburg	\$3,700	\$23,310	126
TOTAL:	\$293,410	\$245,865	1,329

Appendix C
CDEPP - Department of Education
Summary of Reimbursements to Districts, 2006-07

District	Students Reported in Application	Actual Students Funded	# Classrooms	Instruction	Transportation	Supplies & Materials	TOTAL
Abbeville	120	86	6	\$264,622	\$7,030	\$59,666.10	\$331,318.10
Allendale	128	91	6	\$280,007	\$13,135	\$59,488.87	\$352,630.87
Bamberg 2	40	43	2	\$132,311	\$4,440	\$20,000.00	\$156,751.00
Barnwell 19	20	20	1	\$61,540	\$2,220	\$10,000.00	\$73,760.00
Berkeley	220	218	10	\$670,786	\$29,600	\$94,763.98	\$795,149.98
Clarendon 1	60	50	3	\$153,850	\$7,770	\$30,000.00	\$191,620.00
Clarendon 2	120	104	5	\$320,008	\$7,585	\$49,287.10	\$376,880.10
Clarendon 3	60	43	3	\$132,311	\$5,550	\$28,754.04	\$166,615.04
Dillon 1	40	38	2	\$116,926	\$2,960	\$19,968.05	\$139,854.05
Dillon 2	140	150	7	\$461,550	\$9,065	\$67,500.00	\$538,115.00
Dillon 3	55	75	5	\$230,775	\$5,920	\$48,925.00	\$285,620.00
Florence 1	120	103	6	\$316,931	\$13,875	\$60,000.00	\$390,806.00
Florence 2	80	59	4	\$181,543	\$10,915	\$40,000.00	\$232,458.00
Florence 3	60	43	3	\$132,311	\$2,220	\$29,769.30	\$164,300.30
Florence 4	55	59	3	\$181,543	\$9,065	\$28,695.14	\$219,303.14
Florence 5	60	51	3	\$156,927	\$5,550	\$22,768.94	\$185,245.94
Hampton 1	100	96	5	\$295,392	\$11,655	\$49,994.49	\$357,041.49
Hampton 2	40	40	2	\$123,080	\$0	\$19,995.52	\$143,075.52
Jasper	160	156	8	\$480,012	\$19,610	\$79,751.16	\$579,373.16
Laurens 55	220	139	9	\$427,703	\$9,435	\$86,556.51	\$523,694.51
Laurens 56	60	67	3	\$206,159	\$4,070	\$30,000.00	\$240,229.00
Lee	100	107	5	\$329,239	\$13,320	\$50,000.00	\$392,559.00
Lexington 4	140	137	7	\$421,549	\$1,480	\$70,000.00	\$493,029.00
Marion 2	104	106	6	\$326,162	\$5,735	\$59,870.00	\$391,767.00
Marion 7	50	55	3	\$169,235	\$8,880	\$28,791.99	\$206,906.99
Orangeburg 3	180	171	9	\$526,167	\$6,475	\$90,000.00	\$622,642.00
Orangeburg 4	180	131	9	\$403,087	\$3,885	\$90,000.00	\$496,972.00
Orangeburg 5	320	275	16	\$846,175	\$1,110	\$156,868.05	\$1,004,153.05

District	Students Reported in Application	Actual Students Funded	# Classrooms	Instruction	Transportation	Supplies & Materials	TOTAL
Williamsburg	260	219	13	\$673,863	\$23,310	\$126,585.20	\$823,758.20
TOTAL:	3292	2932	164	\$9,021,764	\$245,865	\$1,607,999.44	\$10,875,628.44

APPENDIX D

Estimation and Projection of Numbers of Four-Year-Olds By County

Methodology

The purpose of this analysis is to estimate the numbers of four-year-old children living in South Carolina, by county, in 2007-2008 and to project the numbers of four-year-olds for the 2008-2009 and 2009-2010 school years. Additionally, estimates of the numbers of children in poverty (eligible for the federal free- or reduced-price lunch program and/or eligible for Medicaid services) in 2007-2008 and projections of those numbers for 2008-2009 and 2009-2010 are to be completed.

Data Sources

The data used for the projections and estimations were provided by the Office of Research and Statistics, SC Budget and Control Board. Two sets of data were used:

1. Estimates from the US Census Bureau of the numbers of children aged 0 to 5 years residing in each county for the years 2000 through 2006;
2. Estimates, by school district, of the total number of students (grades K-12) for the school years 2004-2005, 2005-2006, and 2006-2007.

Estimation and Projection of Numbers of Four-Year-Olds By County

The first task was to estimate the numbers of four-year-olds residing in each county for the years 2000 through 2006, since the counts provided in the Census data were inclusive of children aged 0 through 5 years. Based on reviewing several cohorts of children in the data from age 0 through 5, the estimated proportions of four year olds ranged from 19.79% to 20.21% of the total number of children aged 0 through 5 years, so the following assumption was made:

Assumption 1: There are equal proportions of children aged 0, 1, 2, 3, 4, or 5 years in each yearly county population estimate.

Following this assumption, the number of four-year-olds was estimated for each county for the years 2000 through 2006 by multiplying each zero- to five-year old population estimate by 0.2; the product is the estimate of the number of four-year-olds in each county for that year.

The estimates of the numbers of four-year-olds by county for each year were then used to project numbers of four-year-olds for 2007-2008, 2008-2009, and 2009-2010 by averaging growth over a three-year period. To project counts for 2007-2008, data from 2004, 2005, and 2006 were averaged using the following method:

1. Subtract the estimated number of four-year-olds in 2004 from the number in 2006;
2. Divide the difference by 2 to calculate the average change (keep the sign of the difference);
3. Add the difference to the 2006 estimate to project the 2007 count.

The same methodology was used to project the 2008 counts (average change from 2005 to 2007) and the 2009 counts (average change from 2006 to 2008). Projected numbers of students were rounded to integers.

APPENDIX E

Proviso 1.66. of the 2007-08 General Appropriation Act

1.66. (SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program. This program shall be available for the 2007-2008 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

(A) For the 2007-2008 school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the following eight trial districts in Abbeville County School District et. al. vs. South Carolina: Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7, and Orangeburg 3. With any remaining funds available, the pilot shall be expanded to the remaining plaintiff school districts in Abbeville County School District et. al. vs. South Carolina. Priority shall be given to implementing the program first in those of the plaintiff districts which participated in the pilot program during the 2006-2007 school year, then in the plaintiff districts having proportionally the largest population of underserved at-risk four-year-old children. During the implementation of the pilot program, no funds appropriated by the General Assembly for this purpose shall be used to fund services to at-risk four-year-old children residing outside of the trial or plaintiff districts.

The Education Oversight Committee shall conduct an evaluation of the pilot program and shall issue a report to the General Assembly by January 1, 2008. The report shall include a comparative evaluation of children served in the pilot program and children not served in the pilot program. Additionally, based on the evaluation of the pilot program, the Education Oversight Committee shall include recommendations for the creation of and an implementation plan for phasing in the delivery of services to all at-risk four-year-old children in the state.

Unexpended funds from the prior fiscal year for this program shall be carried forward and shall remain in the program. In rare instances, students with documented kindergarten readiness barriers may be permitted to enroll for a second year, or at age five, at the discretion of the Department of Education for students being served by a public provider or at the discretion of the Office of South Carolina First Steps to School Readiness for students being served by a private provider.

(B) Each child residing in the pilot districts, who will have attained the age of four years on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.

The parent of each eligible child may enroll the child in one of the following programs:

- (1) a school-year four-year-old kindergarten program delivered by an approved public provider; or
- (2) a school-year four-year-old kindergarten program delivered by an approved private provider.

The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and documentation of the student's eligibility as evidenced by family income documentation showing an annual family income of 185% or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services or a statement of Medicaid eligibility.

In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. The attendance policy must state that the program consists of 6.5 hours of instructional time daily and operates for a period of not less than 180 days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this provision. Nothing in this provision prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.

(C) Public school providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this provision, and will comply with all reporting and assessment requirements.

Providers shall:

- (1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
- (2) comply with all state and local health and safety laws and codes;
- (3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;
- (4) be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;
- (5) comply with all program, reporting, and assessment criteria required of providers;
- (6) maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences;
- (7) designate whether extended day services will be offered to the parents/guardians of children participating in the program;
- (8) be approved, registered, or licensed by the Department of Social Services; and
- (9) comply with all state and federal laws and requirements specific to program providers.

Providers may limit student enrollment based upon space available. However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers shall not be required to expand their programs to accommodate all children desiring enrollment. However, providers are encouraged to keep a waiting list for students they are unable to serve because of space limitations.

(D) The Department of Education and the Office of First Steps to School Readiness shall:

- (1) develop the provider application form;
- (2) develop the child enrollment application form;
- (3) develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, provide training and technical assistance to support its effective use in approved classrooms serving children;
- (4) develop a list of approved pre-kindergarten readiness assessments to be used in conjunction with the program, provide assessments and technical assistance to support assessment administration in approved classrooms serving children;
- (5) establish criteria for awarding new classroom equipping grants;
- (6) establish criteria for the parenting education program providers must offer;

- (7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications;
 - (8) develop a list of data collection needs to be used in implementation and evaluation of the program;
 - (9) identify teacher preparation program options and assist lead teachers in meeting teacher program requirements;
 - (10) establish criteria for granting student retention waivers; and
 - (11) establish criteria for granting classroom size requirements waivers.
- (E) Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research based preschool curriculum aligned with school success. The program must focus on the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.
- Providers shall offer high-quality, center-based programs that must include, but shall not be limited to, the following:
- (1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;
 - (2) employ an education assistant with pre-service or in-service training in early childhood education;
 - (3) maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education for public providers or by the Office of First Steps to School Readiness for private providers on a case-by-case basis;
 - (4) offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;
 - (5) provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;
 - (6) engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and
 - (7) adhere to professional development requirements outlined in this article.
- (F) Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire.
- (G) The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of 15 hours of professional development to include teaching children from poverty. Professional development should provide instruction in strategies and techniques

to address the age-appropriate progress of pre-kindergarten students in developing emergent literacy skills, including but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.

(H) Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school. Nothing within this provision prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers shall not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation. When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school. Of the amount appropriated for the program, not more than \$185 per student shall be retained by the Department of Education for the purposes of transporting four-year-old students. This amount must be increased annually by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

(I) For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility;
- (3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- (8) maintain a database of the children enrolled in the program; and
- (9) promulgate guidelines as necessary for the implementation of the pilot program.

(J) For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility;
- (3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- (8) maintain a database of the children enrolled in the program; and

- (9) promulgate guidelines as necessary for the implementation of the pilot program.

(K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the 2007-08 school year, the funded cost per child shall be \$3,931 increased annually by the rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act. Eligible students enrolling with private providers during the school year shall be funded on a pro-rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall be eligible for a reimbursement of \$550 per eligible child transported. Providers who are reimbursed are required to retain records as required by their fiscal agent. With funds appropriated by the General Assembly, the Department of Education shall approve grants for public providers and the Office of First Steps to School Readiness shall approve grants for private providers, of up to \$10,000 per class for the equipping of new classrooms. Funding of up to two thousand five hundred dollars may be provided annually for the procurement of consumable and other materials in established classrooms.

(L) Pursuant to this provision, the Department of Social Services shall:

- (10) maintain a list of all approved public and private providers; and
- (11) provide the Department of Education, the Office of First Steps, and the Education Oversight Committee information necessary to carry out the requirements of this provision.

(M) The Education Oversight Committee shall conduct a comparative evaluation of the South Carolina Child Development Education Pilot Program and issue their findings in a report to the General Assembly by January 1, 2008. Based on information, data, and evaluation results, the Education Oversight Committee shall include as part of their report recommendations for the creation and implementation of a statewide four-year-old kindergarten program for at-risk children. The report shall also include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers. In the current fiscal year, the Education Oversight Committee shall use funds appropriated by the General Assembly for four-year-old evaluation to support the annual collection of and continuous evaluation of data.

The report shall also include an assessment, by county, on the availability and use of existing public and private classroom capacity approved for at-risk four-year-old kindergarten students. The report shall include, by county, the estimated four-year-old population, the total number of CDEPP approved four-year-old kindergarten spaces available, the number of four-year-old children enrolled in both public and private CDEPP approved facilities, and the number of children on waiting lists for either public or private providers during the reporting period. Where possible, the report shall also include anticipated four-year-old kindergarten enrollment projections for the two years following the report.

To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs.

The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.